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ABSTRACT

This K-6 Career Awareness Curriculum Model is composed of a variety of activities that mathematics teachers can use to infuse career awareness into their instructional units. The activities are divided into eight topical sections: (1) Economic Principles, (2) Numeration, (3) Measurement, (4) Decimals, (5) Graphs/Fractions, (6) Time, (7) Estimation, and (8) Money Application. For each activity listed, the following information is provided: materials/resources, level (primary or intermediate), type (entire class or individual), time, instructional objective, procedures, student activity sheet, supplementary resources, and followup activities. (LRA)

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PROJECT BICEP

K-6 Career Awareness Curriculum Model

CAREER AWARENESS, MATHEMATICS

Developed by

The staff of PROJECT BICEP in collaboration with teachers from the Barnstable Public School System

This publication is prepared through funds made available through ESEA Title IV-C, Public Law 95-561, Grant No. 04-78 and the Barnstable Public Schools.

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H. William Geick	*Assistant Superintendent of Schools*
Jane A. Sheckells	*Director of Elementary Curriculum and Instruction*
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INTRODUCTION

This booklet is composed of a variety of activities that teachers can use to infuse career awareness into their instructional units. Each of these activities was developed by a teacher from the Barnstable Public Schools and is the result of research in career education and an examination of other available career education materials. After their development, the activities were field tested for one year in Barnstable and three other school districts; the materials were revised based on the field test data and received Massachusetts State Validation for Diffusion.

All the activities reflect the following central goals and subgoals of Project BICEP:

I. To foster in each child a positive *SELF-CONCEPT* and awareness that demonstrates an appreciation of one's interests, abilities, feelings, values and skills necessary for the encouragement of a realization and acceptance of one's personal and social responsibilities.

  A. *To understand and accept one's self as a unique and important individual.*

  B. *To recognize that all people have dignity and worth.*

  C. *To realize that individuals differ in their interests, abilities, attitudes and values.*

  D. *To appreciate the physical, mental and social traits and characteristics of others.*

  E. *To understand that a healthy self-concept influences one's life roles and the ability to achieve self-fulfillment and satisfaction in these roles.*

  F. *To know that people must learn to adapt to change and that they assume different roles depending upon changes in themselves and in the world around them.*

II. To develop in each child the *INTERPERSONAL SKILLS* needed to function in and contribute to a variety of social settings.

  A. *To appreciate the basic human needs of others.*

  B. *To understand the necessity of and benefits derived from being cognizant of the needs of others.*

  C. *To recognize the satisfaction that can be derived from sharing one's time and talents with others.*

D. *To be aware that individual characteristics can be a positive or negative influence upon group behavior and interactions.*

E. *To be aware of the skills necessary for effective communication in individual and group settings.*

F. *To develop successful work behavior, attitudes, skills and responsibilities.*

G. *To understand that working together requires trust and the ability to take instructions from others.*

H. *To recognize that self-understanding is conducive to more effective relationships with others.*

I. *To appreciate the interdependence of people in the development of one's culture.*

III. To develop in each child wholesome *ATTITUDES TOWARD THE DIGNITY OF WORK* and the satisfactions, both personal and economic, which can be derived from meaningful work experience.

A. *To recognize that all work has dignity and benefits society.*

B. *To be aware that individuals need to work to preserve and advance society.*

C. *To understand that personal attitudes and values have an effect on one's work role, performance and degree of personal success.*

D. *To recognize that one's effectiveness is dependent upon the ability to accept and appreciate others while learning to cooperate with them.*

E. *To understand that acceptance of personal responsibility is necessary for self-fulfillment.*

F. *To recognize the reciprical nature of behavior.*

G. *To understand that pride can come from being able to recognize one's own achievements.*

H. *To realize that one's ability to set and pursue meaningful goals influences career development.*

IV. To help a child to understand the value and process of rational *DECISION MAKING, PLANNING AND PROBLEM SOLVING;* through practice, to help one discover facts that influence decisions and actions.

A. *To understand that one must be responsible for one's own behavior.*

B. *To recognize that decision-making and choices are based upon one's values.*

C. To recognize that the decision-making process is related to school and life problems.

D. To understand that feelings, friends, family, information, values and other factors influence one's choices in making decisions.

E. To be aware of factors that influence decisions and the possible present and future consequences of decisions.

F. To realize that one must evaluate alternative choices when making decisions.

G. To realize that the choice of a life role requires information, decision-making and action.

V. To develop in each child a knowledge and understanding of *OCCUPATIONAL INFORMATION* as it applies to life roles.

A. To realize that every occupation exists for a purpose.

B. To understand that occupations require different knowledge, skills and abilities.

C. To understand that education and work are related.

D. To understand that rules, procedures and decisions are characteristic of both school and work.

E. To be aware that avocations, personal interests and talents can be transferred to occupational choices.

F. To understand that jobs with similar characteristics may be grouped as job families or career clusters.

G. To appreciate that an individual may have many different work roles.

H. To realize that occupations and life styles are interrelated.

I. To recognize that one's work choice and work location affects the time available for other pursuits.

J. To understand that social, environmental and technological changes affect work and one's life style.

K. To understand that some occupations within the community and interrelated and interdependent.

VI. To develop in each child an *ECONOMIC AWARENESS* as it relates to the world of work.

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A. *To recognize the difference between goods and services and between consumers and producers.*

B. *To identify and differentiate between needs and wants.*

C. *To understand that the concept of work often includes paid and unpaid activities.*

D. *To understand that social and economic changes within a society have an effect on one's work role.*

E. *To recognize that leisure time activities relate directly to one's life style and economic independence.*

F. *To recognize that increased competency generally results in increased remuneration.*

G. *To recognize the need to conserve personal and natural resources.*

The activities are divided into topical sections and each activity is cross referenced to one of the BICEP goals. The activities do not indicate a specific grade level because this may differ from one school district to another; however, an approximate level of use--primary (K-3) or intermediate (4-6)--is recommended for each activity.

"Type of Activity" is identified to reflect the most appropriate classroom arrangement for each activity--entire class, small group, partners, individual (independent projects). Also included are "Time Estimates." A class period refers to 20-30 minutes for a primary group and 40-50 minutes for intermediate groups. "Materials-Resources" needed for each activity are listed along with specific "Procedures" for the teacher to follow. "Follow-Up Activities," "Supplementary Resources" and space for "Teacher Notes" are provided for each activity. Many of the activities also include student activity sheets. In addition, the booklet also contains a cross reference matrix that indicates uses of each activity, the relationship of the activity to the subgoals of Project BICEP, the relationship of the activity to other topical areas as well as a bibliography of additional resources.

The clear instructions, careful organization and wide variety make the activities in this booklet a ready resource for teachers interested in infusing career awareness into their teaching.

Economic Principles

IS THERE ENOUGH FOR EVERYONE?

DECISION MAKING

MATERIALS/RESOURCES

Pictures From Catalogs of Popular Items Students Like and or Want

Construction Paper for Mounting Pictures

Oak Tag for Mounting Pictures

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Students will recognize the necessity for careful decision making based on unlimited wants and limited resources in home and school settings.

PROCEDURES

1. Present students with a series of pictures (cut from magazines, catalogs and newspapers) of items students might wish to have (as a birthday present, as a holiday gift or something that could be shared at home with others). Note to teacher: Pictures should be mounted on construction paper or oak tag, should be large enough to be seen by entire class for viewing and discussion and should reflect the most popular items appropriate for the age level of the students. Examples of some picture topics might be:

    - ten speed bike
    - roller skates
    - stuffed animals
    - microscope
    - clothing
    - skateboard
    - stereo
    - miniature doll house
    - tool kit
    - computerized toys

2. Initiate a discussion about the pictures.
    What items do the students have already?
    What items would they like to own?
    For what reasons?
    What things might affect whether they could have these items as personal possessions?

3. When the discussion reaches this level, students will probably change their focus from a world of fantasy where one can have everything they want to a more realistic position based on other needs and wants.

4. Pose the question "What kinds of needs sometimes affect the things that we want?" The discussion will probably then focus on such needs as paying rent on a home, a mortgage payment, food for the

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PROCEDURES Continued

family, warm clothing for seasonal needs, heat and light for a home, money to pay for sickness and illness.

5. Help students to come to the conclusion that the "resources" that a family has affects their wants. These resources can take many forms such as:
   - money is a resource because it provides for needs
   - people are a resource because they can work to obtain things they want and or need
   - time is a resource because one needs to give time to work, play and leisure

6. Present decision making process as part of taking into consideration a family's needs and wants. Decisions have to made so that all members of the family share in gaining their needs as well as their wants. Therefore although there may be items that they (the students) would like to have as gifts, other people in the family need to be considered also and this is where the decision making process comes in. If one child got a bicycle for a birthday present one year and resources such as money are limited then the other child may have to wait a year or inherit the bicycle when the first child no longer needs it or wants it.

7. Switch the setting from home to school by suggesting a situation where there are limited resources and unlimited wants. Ask students to consider times in the classroom when they want to do something but because of other circumstances, they cannot have the thing because of limited resources. Situations which may come up in this discussion could include:
   - There is only one tape recorder and yet two reading groups want to use it at once. One group will have to wait until the first group has completed their activity.
   - There are only two art easels in the classroom and yet the whole class wants to make drawings with tempera painting. Students will have to wait their turn to do their creative drawing.
   - There is only enough money to take one long field trip during the year and even though the students and teacher have jointly discussed taking trips to several locations, decisions will have to be reached as to the one place they will visit and learn about the other locations in another manner.
   - Mini courses are offered and yet some course enrollments are limited because of the nature of what is being taught. Students will have to learn to indicate their first and second choices, knowing full well that they may not be able to get what they most desire.

8. Culminate activity by reviewing the meaning of unlimited resources and unlimited wants so students are able to understand that life presents situations such as this and therefore one has to learn to consider alternatives.

VARIATIONS

Teacher may also wish to culminate the activity by going back to the original pictures and asking students to individually prioritize their needs now that they have considered the idea of alternatives. This type of culmination may result in a more caring and sharing type of atmosphere. The teacher may see students being more considerate of the needs and wants of others, particularly in the home and school setting.

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SUPPLEMENTARY RESOURCES

TEACHER

Gaining Interest in Economic Activity Cards, Grades K-3. Arizona Dept. of Education, 1978 (BICEP 4072).

Strategies For Teaching Economics, Primary Level (Grades 1-3). Joint Council on Economic Education, 1977 (BICEP 3109).

FOLLOW-UP ACTIVITIES

Students and teacher may wish to consider having a parent (mother or father) come to class and discuss how they try to meet both the needs and wants of their family.

Students may also wish to consider other boys and girls in other parts of the world and indicate their needs and fantasize about their wants. This could be done in relation to talking about the starving peoples of the world and how their most basic need is to have nutritious food. It could also relate to boys and girls who live in a governmental structure other than democracy. A probable need of having freedom will emerge from the students' discussions.

TEACHER'S NOTES

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CONSERVATION COUNTS

MATERIALS/RESOURCES

Construction Paper and or Drawing Paper
Magic Markers
Crayons

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Students will understand the meaning of conservation as it applies to their daily living habits and make illustrations of the ways they conserve at home and in school.

PROCEDURES

1. Begin activity by discussing the word "conservation".
2. Ask students if they have ever heard the word before. List on the chalkboard any examples that are given as the students share ideas. Some of the following thoughts may be expressed:
    - conservation of wild life
    - conserving energy
    - conserving electricity
    - recycling materials
    - saving time
    - saving money
    - preserving historical records
    - saving people's lives
3. Depending upon the sophistication of the group, a discussion can take place regarding the ideas listed in procedure # 2. However, the main idea that should come from any discussion is that to conserve is to save or preserve from loss, injury, or waste.
4. Have students then consider all the ways that they can conserve things as well as time and money in their own lives both at home and in school.
5. Have students make a list of the things that they can do at home to be more conservation minded. Guide the writing of the list by offering suggestions as needed. The following ideas are given as suggestions for teacher guidance:

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PROCEDURES Continued

- Shut off the lights when they leave a room or are finished doing an activity.
- Shut doors behind them in order to conserve heat.
- Shut off water taps tightly after they take a drink or take a bath or shower.
- Shut off oven after they have done baking with parents so heat is conserved.
- Take soap out of water after having a bath so that it does not all melt away.
- Save newspapers and use them for lighting fireplaces or donate them to recycling agencies.
- Turn off television set when finished watching.
- Avoid wasting time but do homework when it is assigned so there is more time for other things (play, leisure etc).
- Keep a bank and save money to buy bigger items rather than spending small amounts and never having any extra.

6. Have students make a list of the things that they can do at school to be more conservation minded. The following ideas are given as suggestions for teacher use:
    - Use both sides of paper when possible.
    - Put covers on paints and art supplies so they don't dry up and become unusable.
    - Shut off the lights when leaving classroom or offer to do that for the teacher.
    - Only order at the cafeteria what one really wants to eat so food is not wasted or thrown away.
    - Bring in broken toys and repair them so they can be given to needy peoples or agencies.
    - Avoid wasting time but do schoolwork when it is assigned so there is more time for other things (play, leisure etc.)
    - Read about how animals can be kept alive, thus preserving them from extinction.
7. Distribute construction paper to students along with art supplies (magic markers, crayons etc.) Instruct students to design a picture of themselves conserving something in their own lives.
8. Allow time for pictures to be completed and then have students share their illustrations with the rest of the class.

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SUPPLEMENTARY RESOURCES

TEACHER

A Better Place To Be, A Guide to Environmental Learning In Your Classroom. Washington, D.C., U.S. Dept. of the Interior, 1976 (BICEP 3304).

Ecology and Energy Action Pack. McDonald's Corporation, 1977 (BICEP 3169).

Environmental Awareness for the Young Child. New Brunswick, N.J. Curriculum Laboratory, 1975 (BICEP 1021).

Essence, K-6, Values Oriented Idea and Activity Cards. Washington, D.C., American Geological Institute and Addison-Wesley Publishing Co., (BICEP 3324).

STUDENT

Mickey Mouse and Goofy Explore Energy Conservation. Walt Disney Productions, 1978 (BICEP 9208).

FOLLOW-UP ACTIVITIES

Students may wish to plan a Conservation Week when they especially try to practice good conservation habits at home and in school.

Teacher may wish to invite someone from a conservation agency to come to the class and discuss the importance of saving (whether it be a banker who discusses saving money, a employer who discusses how saving time saves money, an energy consultant who talks about saving our natural resources, a historian who discusses how important it is to save historical records so that the peoples who come after us will know of our culture).

TEACHER'S NOTES

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MONEY MATTERS

MATERIALS/RESOURCES

Poster Board and or Butcher Paper

Magic Markers

Clothes Pins

"How Do I Pay For What I Want or Need" Illustration

Spinner (optional)

Sample Bills, Coins and Checks

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Students will understand that there is a need for a specific system of money exchange for goods and services and distinguish among three types of money exchange systems: paper money, coins and checks based on specific things to be purchased or obtained.

PROCEDURES

FIRST CLASS PERIOD

1. Introduce students to three money exchange systems:
    - Coins(make sure that students know the value of each coin).
    - Paper Money(make sure that students know the value of each bill demonination that is shown.
    - Checks (make sure that students know how a check is used for purchasing goods and services).
2. Discuss why a standard of money exchange is necessary. Discussion items might include such ideas as:
    - People need an exchange rate that is universal for the country.
    - Federal Government needs to be sure that the exchange rate is protected against illegal acts, such as counterfeiting.
    - An exchange system which is universal is understood by all.
3. Brainstorm with the children a number of things they might wish to purchase or have. Make sure that the things listed are ones which will require an exchange of money in either of the three exchange systems discussed in procedure # 1.
4. List all the things the students suggest on the chalkboard for all to see as the discussion continues. At this point in the discussion, there is no need to structure the list in terms of value of items wanted or needed as that will come later on in the discussion.
5. Ask students to think about the ways they could pay for the things they have listed.

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PROCEDURES Continued

SECOND CLASS PERIOD

6. Depending upon the group, procedure # 5 may have been a homework assignment for students to discuss with their parents. Whether it is or not, students can begin this portion of the activity by determining the type of exchange system they would use to pay for items. Discussion should also focus on what is most appropriate based on our monetary system.

7. Pick out sample items from the list and discuss how they may be paid for. Examples are listed below:

ITEM	ACCEPTABLE METHOD OF PAYMENT
ice cream cone	coins or paper money
mowing a lawn	paper money or check
newspaper	coins or paper money
refrigerator	check
television	check
birthday present for friend	coins or paper money

8. Help students to understand that there is a safety factor involved in the type of exchange system used. An example of paying for a refrigerator by paper money is that it is probably unwise to carry that much cash around on one's person. Another consideration is that a person probably wouldn't have that much cash on hand so therefore a check would be the most appropriate and safe way to purchase a large expensive item.

9. Allow students to discuss their perceptions of the list they generated in procedure # 4. Guide their discussion until such a time as the teacher feels that they have understood the concept.

THIRD CLASS PERIOD

10. Introduce the "How Do I Pay For What I Need or Want" Illustration. Show students how the wheel operates. Go over the process for making the wheel with them.
    - Students decide on goods and services to be included in each segment of the wheel.
    - Students decorate clothespins with appropriate words: coin, paper money and check. The decorating can be eliminated (putting words on each clothespin) by choosing different colored clothespins and designating a certain color for each type of money exchange.
    - Students make a spinner so that the wheel can be turned. This can be done by making the wheel on paper and then mounting it on a piece of board and cutting a hole so that spinner can be put in. (Parent volunteers can assist in this process using children as construction workers).
    - Wheel can remain stationery and each segment of the wheel can have a code number and a die can be used. Students can shake the die and then take turns going to the segment which corresponds to the die throw and placing the clothespin in the proper position.
    - Teacher can make the wheel before the beginning of the class period and just instruct the students to spin and put the properly marked or colored clothespin on the place where the wheel stops after a spin.

11. Expect students to give oral reason for the placement of the clothespin marked coin, paper money or check. Correct any inaccurate information that may come from discussion.

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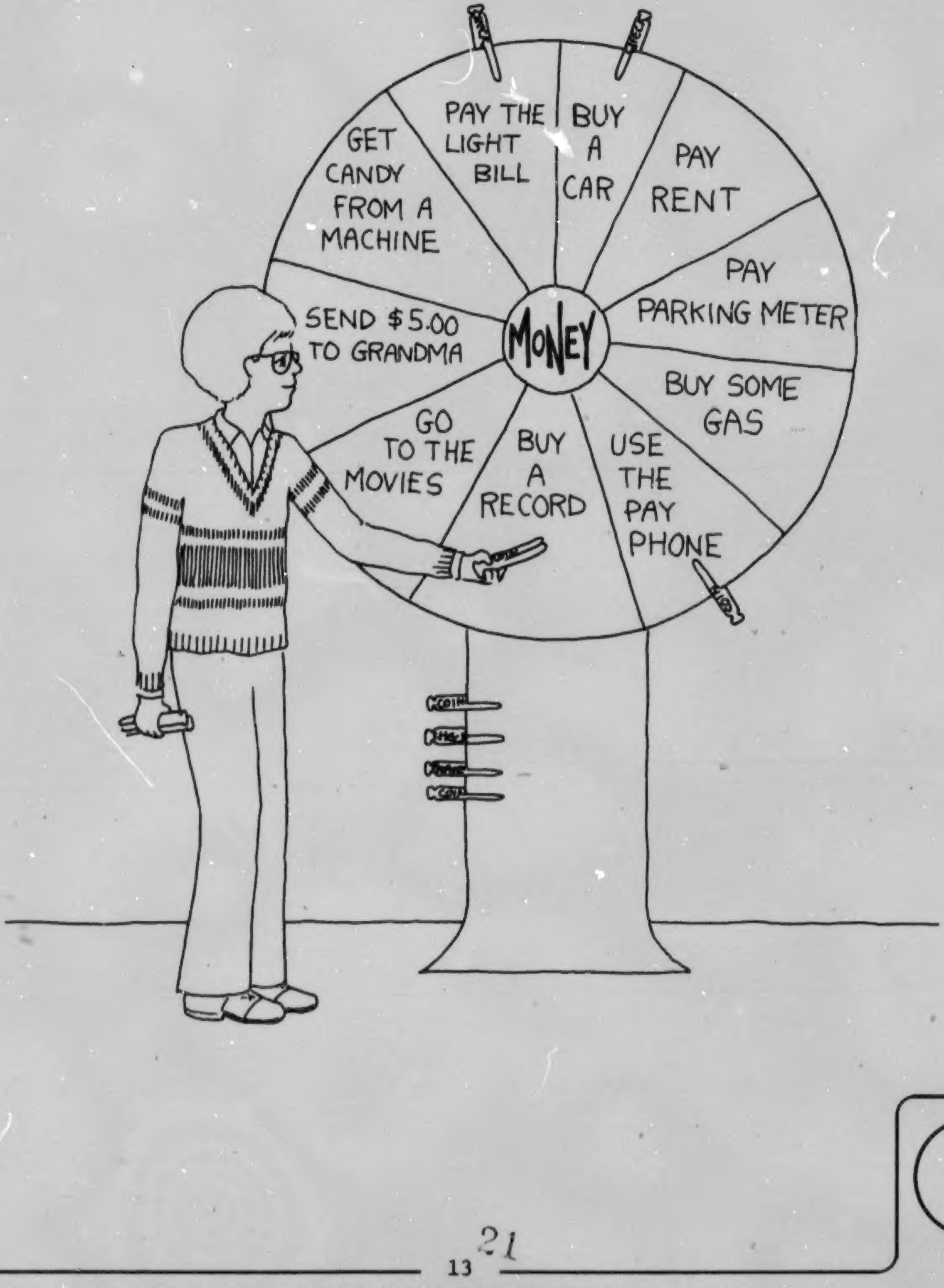
STUDENT ACTIVITY SHEET

HOW DO I PAY FOR WHAT I WANT OR NEED?


MONEY
PAY THE LIGHT BILL
BUY A CAR
PAY RENT
PAY PARKING METER
BUY SOME GAS
USE THE PAY PHONE
BUY A RECORD
GO TO THE MOVIES
SEND $5.00 TO GRANDMA
GET CANDY FROM A MACHINE

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SUPPLEMENTARY RESOURCES

TEACHER

Strategies For Teaching Economics, Primary Level (Grades 1-3). Joint Council on Economic Education, 1977 (BICEP 3109).

STUDENT

Barr, Jene. *What Can Money Do?* Chicago, Ill., Albert Whitman and Co., 1967 (BICEP 9010).

Delton, Judy. *Penny-Wise, Fun-Foolish.* New York, N.Y., Crown Publishers, Inc., 1977 (BICEP 9012).

FOLLOW-UP ACTIVITIES

Students might wish to interview a bank teller by asking about the necessity of having a uniform exchange system of money.

Students might also wish to interview people who find that their business runs more smoothly if a certain type of exchange system is used over another one. For example, talking to a person at a toll gate on a highway. In all probability, this person will say that coins are easier to work with since exchanging big bills when there is a long line of vehicles waiting to go through takes more time. A person who takes fares on a bus will probably indicate that the correct change is more convenient. Taxi drivers will indicate that taking a check from a person they don't know presents a risk. Laundro-mat operators will indicate that they have to keep an extra supply of coins on hand since many people come with bills and the machines usually only accept coins.

TEACHER'S NOTES

DIFFERENT NEEDS, DIFFERENT WANTS

ECONOMIC AWARENESS

MATERIALS/RESOURCES

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Students will be able to differentiate among three groups of people who purchase things based on needs and wants.

PROCEDURES

1. Begin activity by having students make a list of the types of things they buy. Note To Teacher: The list can have either needs or wants. There should be no differentiation at this time. Students will probably list such things as the following:

   things to eat
   things to wear
   things to play with
   things to give as presents

2. Continue discussion by having students consider where the money they spend comes from. Answers may include:

   allowance
   doing chores or odd jobs
   parents or relatives
   gifts

3. Initiate new discussion by having students make a list of the types of things their parents buy. The same thing can apply here as in procedure # 1 meaning that the list can either include needs or wants. Students will probably list such things as the following:

   things for the home
   food for family members
   gas and parts for vehicles
   things to help others
   clothing for family members
   things in time of sickness
   things for a vacation
   presents for family and friends

4. Continue discussion by having students consider where the money parents spend comes from. Answers will probably revolve around such ideas as the parents working for a living to have enough money to satisfy their needs as well as provide for some of their wants.

ECON.
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PROCEDURES Continued

5. Consider next the types of things purchased by the government of a town, city or country. These types of purchases will be more sophisticated for the students' grasp of knowledge. Therefore, the concepts to be developed are the following:
    - Towns, cities and the national government needs money to make the country run smoothly.
    - Towns, cities and the national government all have to work hard to make living comfortable for all their citizens.
    - Towns, cities and the national government all have to consider that people need good highways, safe communities, good health facilities, clean waterways, places for recreation (parks etc).
6. Have students consider where the money that these town and city governments spend comes from. This will introduce the concept of taxes. Students will begin to understand that these governmental agencies need to levy taxes so that they can maintain a standard of living appropriate for the needs of the people.
7. Have students also realize that moneys spent by local government officials are sometimes the direct result of the people's needs. If a town votes that their highways needs to be made safer in the winter season, then moneys will be spent for these purposes according to the wishes of the people.
8. Culminate the activity by having the students realize that all levels of people discussed in this lesson are consumers.

SUPPLEMENTARY RESOURCES

TEACHER

Nappi, A.T., Learning Economics Through Children's Stories. New York, N.Y., Joint Council on Economic Education, 1973 (BICEP 3291).

TEACHER AND STUDENT

Economics Action Pack. McDonald's Corporation, 1976 (BICEP 3278).

FOLLOW-UP ACTIVITIES

Students can further discuss the meaning of consumer. They can begin to see that they are consumers even if they don't give money outright for their needs. If they have a pad of paper in the classroom and use it all up, they have become a consumer. If a country has oil or coal supplies and they become all used up, then the country has consumed all its supply. If a family has a savings account and a sudden illness comes and they have to spend all this money, they have consumed their savings and have to begin all over again.

TEACHER'S NOTES

ECON.
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WORD WISE

MATERIALS/RESOURCES

Large Tree Without Leaves
"Word Wise" List
Leaf Patterns
Magic Markers
Scissors (optional)
Masking Tape
Bulletin Board and or Wall for Placement of Tree

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: One Class Period
On Going

INSTRUCTIONAL OBJECTIVE

Students will be able to understand the meanings of words related to economic principles and the world of work.

PROCEDURES

1. Begin activity by suggesting that the students make a word tree based on things they know and can learn about economics.

2. Place a large tree made of cardboard, butcher paper, mural paper or oak tag in a prominent place in the classroom. Make sure that the tree is bare without leaves, only branches and truck should be shown.

3. Distribute to each student one leaf and a magic marker as well as a piece of scrap paper to be used for spelling purposes before making leaf for classroom tree.

4. Initiate a discussion which allows students to offer words that apply to economics and the world of work. Make sure that the students are able to express orally the meaning of the words they suggest and that any inaccuracies are resolved within the discussion period.

5. Have students write words they contribute on their scrap paper to insure practice in writing and spelling and then transfer the word to the leaf.

6. Have students place leaves on the tree and share with the group their reasons for the word choice as they do so.

7. Leave the tree in a visible place in the classroom so that new words can be placed on the tree as the students learn them from class activities or from discussions with their parents. Have a basket of extra leaves available for independent activities.

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STUDENT ACTIVITY SHEET

WORD WISE

Below are some words which relate to economics and the world of work. See how many of these words you know. How many can you explain to your classmates? See if you can explain these words to your parents and teacher.

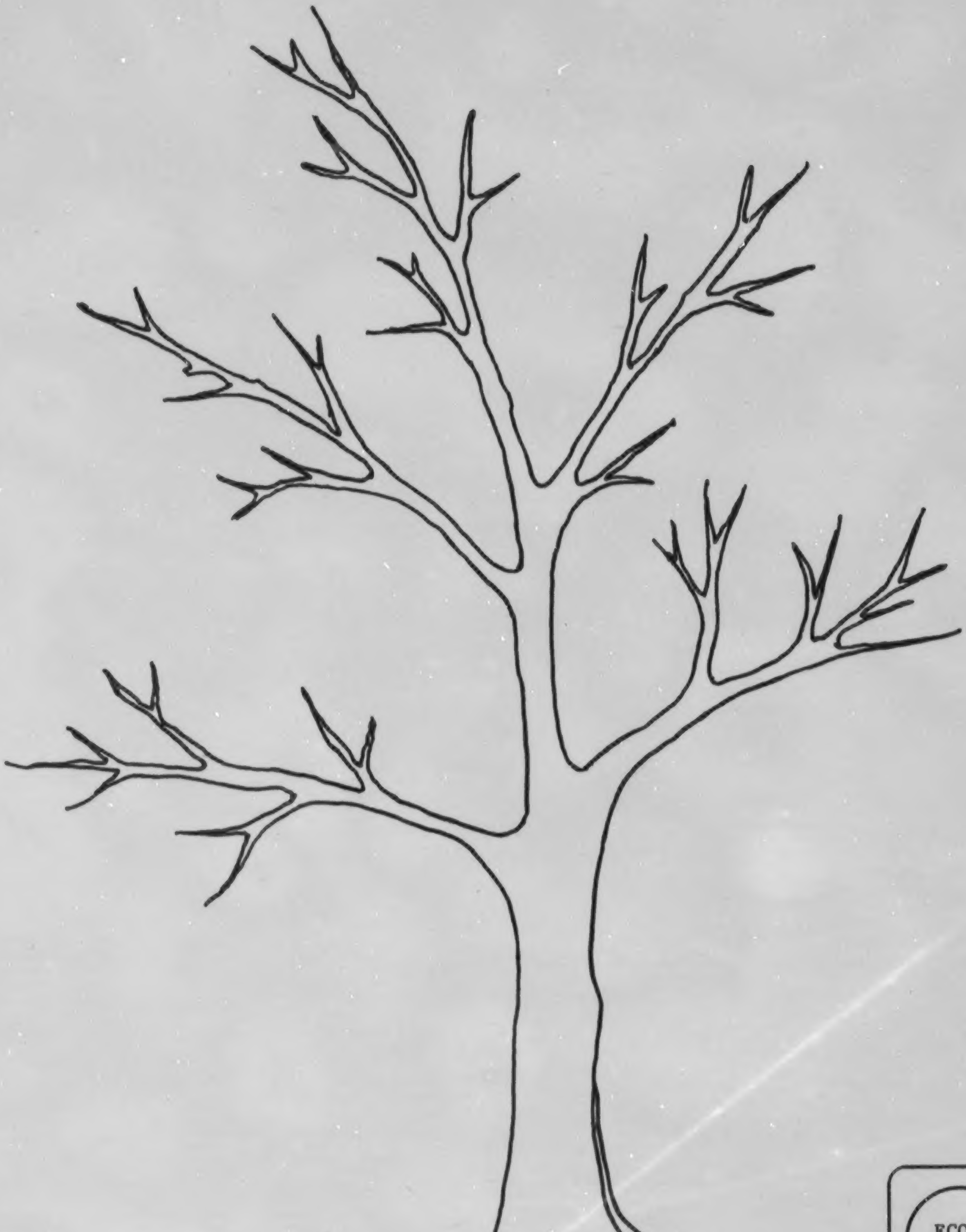
- money
- save
- goods
- consumer
- loan
- expense
- buy
- earn
- check
- credit
- budget
- borrow
- allowance
- coupon
- deposit
- bargain
- advertisement
- income
- * economy size
- * time clock
- * invest
- * security

- salary
- bank
- services
- producer
- purchase
- tax
- spend
- cash
- currency
- exchange
- coin
- price
- salesperson
- discount
- profit
- cash
- product
- thrift
- * admission fee
- * inflation
- * interest
- wages

* These words will probably be more difficult for you to understand. See if you can learn what they mean.

STUDENT ACTIVITY SHEET

WORD WISE



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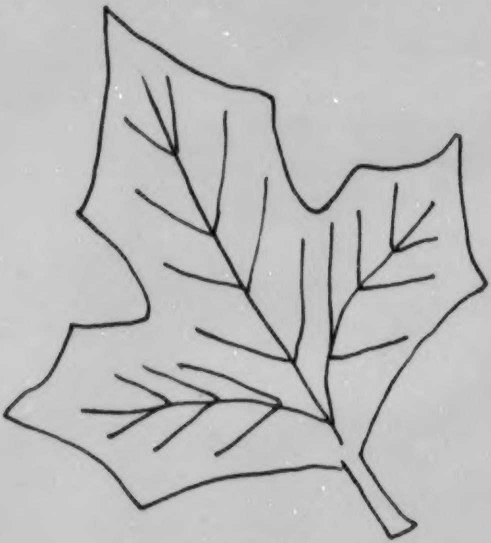
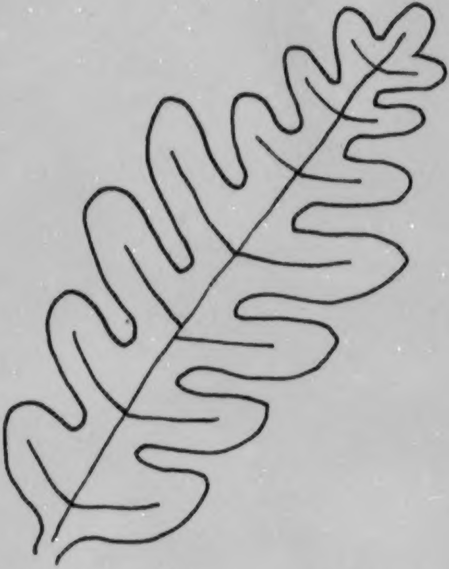
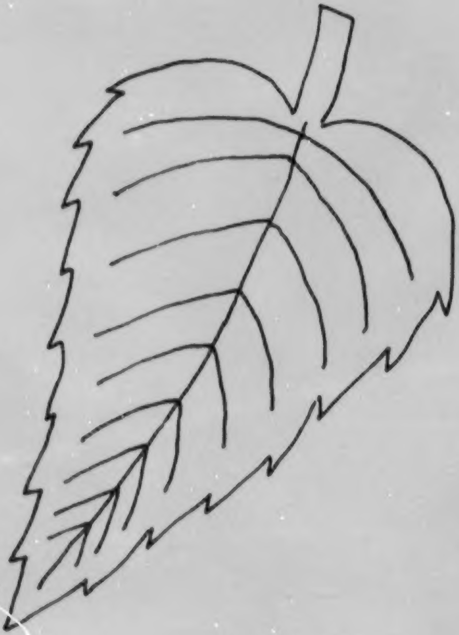
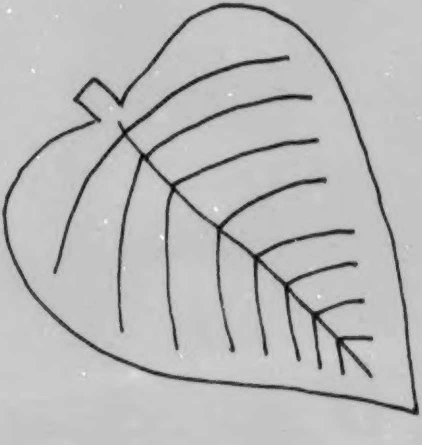
STUDENT ACTIVITY SHEET

WORD WISE









SUPPLEMENTARY RESOURCES

TEACHER

Farnette, Cherrie et al. Cents-Abilities. Nashville, Tenn., Incentive Publications, Inc., 1979 (BICEP 3316).

Gaining Interest In Economics, K-3. Arizona Dept. of Education, 1975 (BICEP 4073).

Teacher-Developed Infused Curriculum Modules, K-3. Arlington, Texas, Partners in Career Education, 1977 (BICEP 3105).

FOLLOW-UP ACTIVITIES

Students may wish to make smaller trees on which they could place words which relate to different occupations. An example might be all those words which relate to monetary matters in the super market..cash register, discount counter, economy size, salaries, bargains.

Students might also make trees with leaves about people who work with money such as bankers, human service agencies (United Fund), gift shop owners, toll gate attendants.

TEACHER'S NOTES

LOGO LAND

ECONOMIC AWARENESS

MATERIALS/RESOURCES

Pictures or Drawings of Familiar Corporate Symbols or Logos (See "Logo Land" Worksheet.)

Large Sheets of Oaktag (36" x 45")

Paper

Scissors

Magic Markers

Pencils

Crayons

Paste

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After being shown samples of familiar logos, students will 1) discuss the relationship between the logo and the business; 2) list the economic advantages of a corporate logo; and 3) make group collages of logos; and 4) design a logo for their parents' occupation.

PROCEDURES

1. Display for the class a series of pictures or drawings of familiar corporate logos (MacDonald's, Angelo's, A & P, Town Seal, CBS)
2. Discuss with the class the relationship between the logo and the business.

   Examples: When you see "golden arches" what do you think of?

   If you get a letter with a logo on it, what does it tell you?

   If you can't read, how does the logo help you?

   If you were in another country and you saw a Coca Cola logo, how would you feel?

   Do your parents look for familiar logos when you are traveling together?

   Does the design of the logo tell you something about the business?

   Do all businesses use a logo?
3. Discuss with the class the economic advantages of a corporate logo: for example, uniformity, form of advertising, packaging. (It may be necessary to define economic terms.)
4. Discuss how a logo is designed: for example, letters from name, symbols of what is done by company.

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PROCEDURES Continued

5. Discuss use of logos all over community and world: example, symbols for man, woman, handicapped.

6. Divide class into five groups. Each group will do a group collage. Assign:

   - Fast food logos
   - Community logos
   - World-wide symbols
   - Service organizations
   - Your school

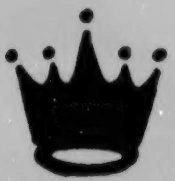
7. Display large collages in the room.

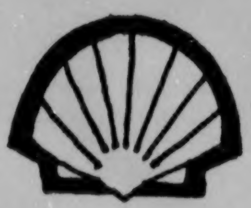
8. Have students design a logo that depicts their parents' occupations. Class can try to guess occupations from logos.

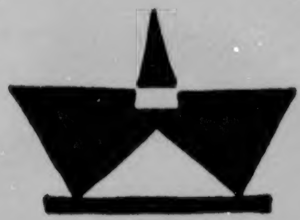
9. Use logos to make a class bulletin board.

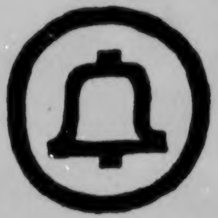
STUDENT ACTIVITY SHEET

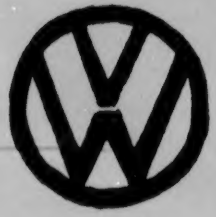
LOGO LAND

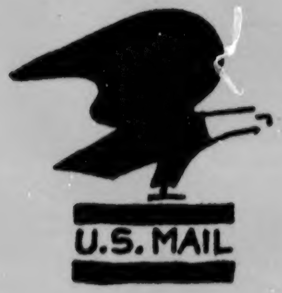


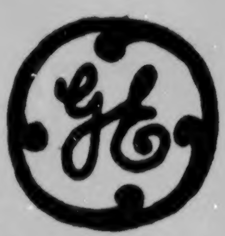


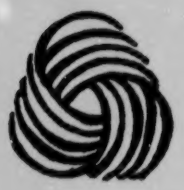


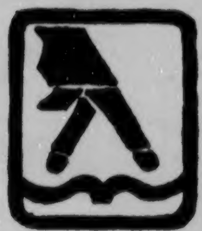












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SUPPLEMENTARY RESOURCES

TEACHER

Berman, Michelle and Shevitz, Linda. I Can Make It On My Own, Functional Reading Ideas and Activities for Daily Survival. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1978, "Craftique Shop", pp. 52,53 (BICEP 3136).

STUDENTS

Larranago, Bob. Looking Forward To A Career Advertising. Minneapolis, Minn.: Dillon Press, Inc., 1973 (BICEP 9091).

TEACHER AND STUDENTS

Advertising: The Image Makers Multi-media Kit. Middletown, Conn.: Xerox Education Publications, 1974 (BICEP 4038).

"My Mother Is In Advertising", What Do People Do? Series. Mahwah, N.J.: Educational Reading Services, 1974 (BICEP 4023h).

FOLLOW-UP ACTIVITIES

Collages might be developed as game boards with the use of printed word/ cards whose names correspond to the logos.

TEACHER'S NOTES

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DOLLAR GO-ROUND

ECONOMIC AWARENESS

MATERIALS/RESOURCES

Several Dollar Bills

Props for careers depicted in skit

Paper for occupation lists

DETAILS

LEVEL: Primary/Intermediate

TYPE: Entire Class
Small Groups

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Students will become familiar with the diversity and interdependence of occupations through a simulated trip of a dollar bill.

PROCEDURES

FIRST CLASS PERIOD

1. Pass an old well-worn dollar bill around the room.

2. Invite students to join in on an imaginary trip backward in time to see where the dollar has been. Have them close their eyes and try to "see" the people who may have 'bwned" the bill at various times.

3. Begin the imaginary journey possible like this:

   I got my dollar as change from the cashier at the supermarket. The cashier got the dollar from a boy who bought some gum. The boy got the dollar from a newspaper distributor who pays the boy to run a paper route. The newspaper distributor got the dollar from a bank teller who cashed his pay check. The bank teller got the dollar from the loan department. The loan department got the dollar from a doctor who made a payment on his/her car loan. The doctor got the dollar from a patient who owns a delicatessen. The patient got the dollar from a customer who bought some salami. The customer got the dollar when he/she cashed his/her pay check at the bank. The bank got the dollar from the U. S. Treasury Department. The U. S. Treasury Department "made" the dollar on a printing press.

4. Vary the story you tell to suit the attention span of your group. Include as many occupations as possible in the imaginary trip.

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PROCEDURES Continued

5. Following the story, have students help make a list of the occupations or careers of the people who exchanged the dollar.

SECOND CLASS PERIOD

6. Divide the class into small groups.

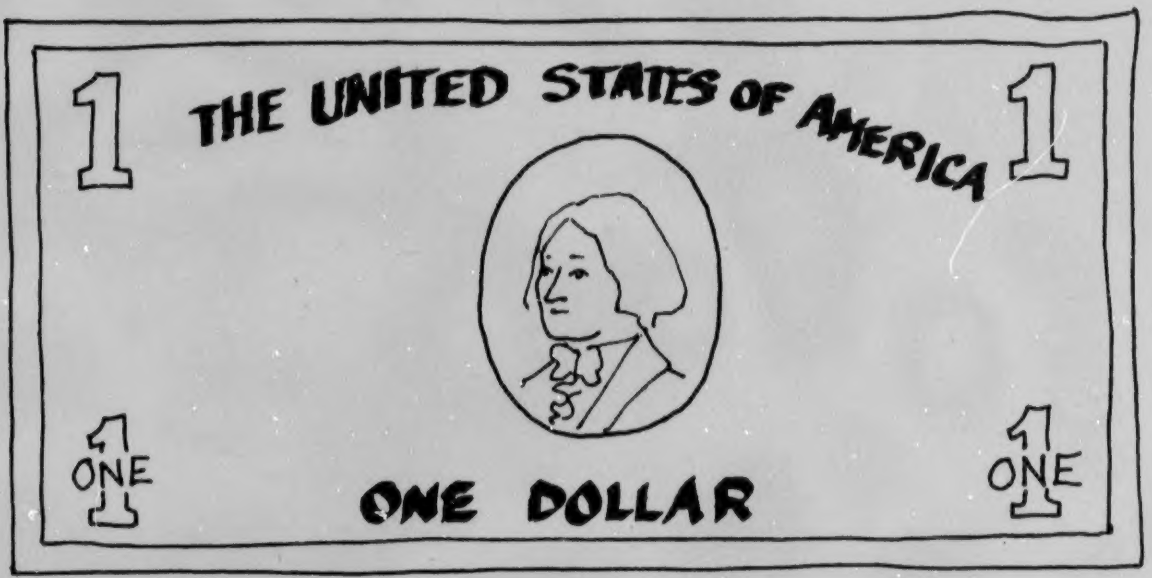
7. Give each group a dollar bill and have the students create an imaginary trip into the future for their bill.

8. Encourage them to think of new occupations and careers for the dollar to meet and to role play each person receiving and spending the dollar. For example, one student might give the dollar to a dentist to pay for pulling a tooth. The dentist might spend the dollar on a newspaper. The news distributor might use the dollar to buy a pair of shoes. The shoe salesman ... and so forth.

THIRD CLASS PERIOD

9. After each group develops its skit, have students bring in or create props and present their version of "Dollar Go-Round" to the class.

10. List on the chalkboard all the careers that are depicted as each presentation is made. Discuss the interdependence of occupations.


1
THE UNITED STATES OF AMERICA
1
1
ONE
1
ONE DOLLAR
1
ONE
1

DEVELOPED BY PROJECT BICEP, BARNSTABLE PUBLIC SCHOOLS

SUPPLEMENTARY RESOURCES

TEACHER

The 4-6 Hand Book. Illinois State Board of Education, 1977 "Mathematics Springboards", pp. 115-136 (BICEP 3121).

The Middle School Teacher Ideabook. CIRP, Inc., "Math Ideas", pp. 159-186 (BICEP 3185).

Strategies for Teaching Economics, Intermediate Level, Grades 4-6. Joint Council on Economic Education, 1978, "A Way Of Amplifying The Concept of Money", pp. 52,53 (BICEP 3133).

FOLLOW-UP ACTIVITIES

A challenging supplement to this lesson would be for students to trace the journey of a check from the time it is designed to the eventual return of the check to its original payor.

TEACHER'S NOTES

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MATHEMATICS: WHO NEEDS IT?

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Dictionaries

Books and Other Materials Appropriate for Careers Associated with Mathematics

"Mathematics: Who Needs It?" Worksheet

DETAILS

LEVEL: Primary/Intermediate

TYPE: Entire Class
Individual

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Students will understand the relationship between math skills and the world of work and be able to identify ten occupations and accompanying work tasks that require mathematical skills.

PROCEDURES

1. Begin activity by discussing the world of numbers as a universal language. Ask students to discuss this concept.
2. Lead students to understand that number values are universal and even though there may be simple to complex use of numbers, their value can be understand by all.
3. Brainstorm with the students careers they already know about that use mathematics skills. Accept any responses that seem reasonable and that students can verify by identifying tasks that are associated with these occupations. If there are certain careers that are identified and there is a general feeling that math is involved but specific tasks cannot be defined, this then leads into the research aspect of the activity.
4. Distribute the "Mathematics: Who Needs It?" Worksheet and assign students the task of identifying at least two tasks associated with the careers that require a knowledge of math.
5. Upon completion of the research and worksheet, students could be post tested on their knowledge to assure that they could identify at least ten occupations and accompanying work tasks that require mathematical skills.
6. Utilize the following information sheet to verify information obtained by the students in their research. Allow students to interview persons who have jobs associated with mathematics for additional data.

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PROCEDURES Continued

MATHEMATICS: WHO NEEDS IT? INFORMATION SHEET

Accountants

Computes federal and state taxes for clients

Balances books for corporations, businesses and individuals

Architects

Designs blue prints for buildings

Computes mathematical formulas for engineers

Bankers

Figures interest on moneys deposited in banks

Helps people make wise investments with their money

Loans money to businesses and individuals

Bartenders

Mixes drinks with specific amounts of ingredients

Measures the ingredients

Keeps an inventory of supplies

Bus Drivers

Keeps a log book of passengers

Keeps accurate mileage records

Adhers to a schedule of arrivals and departures

Carpenters

Purchases supplies based on need

Measures space and materials for building

Calculates how long it takes to have project or building completed

Cashiers

Makes change by hand or with the aid of a cash register or computer

Tallies cash at the end of a working period to be sure amount taken in is accurate

Chemists

Works with formulas to solve solutions

Mixes ingredients in laboratory setting

Experiments with new formulas for testing purposes

City Managers

Administers activities of tax collection and distribution

Prepares an annual budget

Compiles statistics and graphs for officials and citizens under his/her jurisdiction

Computer Programmers

Designs computer language

Feeds language into computer to obtain results

Operates computer for efficiency

Cooks

Purchases cooking supplies

Uses ratios and proportions to increase or decrease quantity as stated in a recipe

Calculates amount of time it takes to prepare foods

Custodians

Checks fuel consumption, level, thermometers and pressure valves

Assures proper ventilation for buildings by use of instruments

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PROCEDURES Continued

MATHEMATICS: WHO NEEDS IT? INFORMATION SHEET

Dentists

Measures the amount of filling ingredients

Measures teeth for width and placement in mouth

Dental Hygienists

Operates the x-ray machines

Mixes filling compounds

Keeps records of all patients

Dieticians

Keeps charts of daily intake of foods

Plans specific diets with ingredients measured

Disc Jockeys

Calculates amount of time needed to run radio program efficiently

Electrical Engineers

Computes according to designs of engineers

Designs circuits and other related electrical devices

Farmers

Computes the cost of grains and materials for feeding animals

Negotiates prices with local, state and federal government officials

Purchases needed fertilizers and uses them according to prescribed formulas

Gas Station Attendants

Computes the cost of gas to the customer as well as the amount of tax to be paid to the government

Estimates the amount to be used during a given time period

Hospital Administrators

Figures pay scale for employees

Balances hospital books

Determines hospital expenditures and intake

Hotel Managers

Keeps accurate records of expenditures for all hotel expenses

Keeps accurate records of numbers of persons staying at hotel at all times

Household Workers

Buys food and plans a budget

Plans daily balances and nutritious meals

Keeps record of deposits and withdrawals on all money within household

Mail Carriers

Maps out route to follow and collects C.O.D. moneys

Marketing Researchers

Collects, analyzes and interprets data for potential sales or products or services

advertizes using graphs and tables

Meteorologists

Studies weather patterns and records temperatures and storms according to seasons of the year

Designs weather maps for interprets data for written and visual viewers

Designs weather instruments for experimental purposes

Musicians

Counts beats in a measure and plays according to tempo prescribed

Composes electronic music by using computer terminals

PROCEDURES Continued

MATHEMATICS: WHO NEEDS IT? INFORMATION SHEET

Newspaper Carriers

Counts out number of papers to be delivered to customers

Calculates costs and submits them to newspaper company

Nurses

Distributes medicines to patients according to doctors' orders

Takes temperature of patients and records for hospital services

Optometrists

Measures shape of the eye ball

Determines vision ability

Postal Clerks

Sells stamps and weighs parcels

Sells and prepares cash money orders and U.S. Savings bonds

Pharmacists

Measures ingredients used in making prescriptions

Keeps records on each customer

Physical Therapists

Helps patients use mechanical equipment using theories of pulleys

Keeps medical charts and graphs of progress

Physicians

Takes temperatures

Interprets information that has been charted

Pollsters

Tallies statistics taken from formal and informal surveys

Graphs results and interprets them for general public use

Researchers (on any given number of topics)

Hydrologist maps water flow and charts the disposition of sediment

Measures changes in water volume of lakes and streams

State Troopers

Graphs data

Figures speed and miles traveled

Reads road maps and clocks speed of travelers

Soil Conservationists

Measures the amount of rain or snow and figures the amount of moisture in the land

Predicts floods

Stockbrokers

Determines the price of stocks

Studies market fluctuations and graphs number of sales

Salespersons

Graphs number of sales in a given time period

Figures percentage and commission on sales conducted

Travel Agents

Calculates cost of trip itineraries for customers

Reads charts to determine flight information

Keeps track of distances between destinations

Truckers

Computes maximum load weight of truck

Determines how a truck driver's pay is figured by mileage, hours and deductions

Reads weight scales

Taxi Drivers

Calculates mileage for trips made

Keeps track of customers served

STUDENT ACTIVITY SHEET

MATHEMATICS: WHO NEEDS IT?

Directions:
From your research, list below at least ten occupations associated with mathematical skills. Indicate the tasks which are associated with this occupation that require these skills. For extra credit, indicate the type of math used in each task. A sample entry is listed below.

OCCUPATION	TASKS	TYPE OF MATH USED
statistician	tallies information received interprets this information	addition graphing

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SUPPLEMENTARY RESOURCES

TEACHER

Finn, Peter and Lawson, Jane. Career Education Activities for Subject Area Teachers, Grades 1-6. Cambridge, MA., Abt Publications, Inc., 1975 "Winning At Math", pp. 219-223, "Math On The Job", pp. 225-231 (BICEP 3076).

TEACHER AND STUDENTS

What Do People Do? Filmstrip/Cassette Series. Mahwah, N.J., Troll Associates, 1974 (BICEP 4023).

FOLLOW-UP ACTIVITIES

A follow up activity would be for students to illustrate the occupations which they have researched and design math problems or computation examples to match to each of the tasks identified.

A "Mathematics: Who Needs It?" Fair could feature people who work in this field discussing their occupations with invited guests and other students.

TEACHER'S NOTES

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MATH MATTERS

MATERIALS/RESOURCES

Newspapers (current issues)

Math paper

"Math Matters" Situation Cards
Optional: Situation cards can be mounted on oak tag and laminated to preserve them for other lessons

DETAILS

LEVEL:	Intermediate
TYPE:	Small Groups Partners
TIME:	Three Class Periods On Going

INSTRUCTIONAL OBJECTIVE

Students will utilize basic math computations and problem solving skills in simulated real life social, economic and occupational settings in order to see the relationship of mathematics to life roles.

PROCEDURES

FIRST CLASS PERIOD

1. Introduce activity by explaining the purpose: to have students recognize the need for facility and knowledge of basic math skills learned in school and their application in the working world.

2. Begin discussion by brainstorming the number of work roles directly related to math. Examples students may suggest might be the following:

   architect
   pharmacist
   insurance agent
   teacher
   cashier
   statistician
   chef
   accountant
   internal revenue agent

3. Discuss how facility in math skills learned in school can be applied to each work role which has been brainstormed by the group. Example applications might include:

architect	... drawing floor plans for homes	... area and perimeter
pharmacist	... mixing medicine accurately	... grams
insurance agent	... explaining investment policies	... percentage
teacher	... helping students to compute	... all numeration
statistician	. collecting census data	... graphing
cashier	... making accurate change	... all numeration

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internal revenue agent	... checking math	... percentage
chef in restaurant	... cooking	... multiplication and fractions
accountant	... balancing accounts	... all numeration

4. Allow any additional examples making sure the responses are accurate and understood by the class.

SECOND CLASS PERIOD

5. Organize students in small groups so more able math students are paired with students who need more assistance.

6. Distribute "Math Matters" situation cards. Explain that each group will be responsible for following the directions on the card and doing whatever computation, research or decision making is necessary to complete the "situation".

7. Allow students to utilize materials available in class as well as "researching" their situation at home, at a learning station, at the library or at a job site in order to successfully solve the situation.

8. Offer assistance to the groups.

THIRD CLASS PERIOD

9. Schedule student groups to report out their findings to the rest of the class on a daily basis. Encourage impromptu reporting, role playing, display charts and other motivators for purposes of greater understanding and future application. Some students may wish to design their own "Math Matters" situations and this should definitely be encouraged.

STUDENT ACTIVITY SHEET

MATH MATTERS

SITUATION CARDS

Discuss the advantages of working for someone else: a company, corporation or owning a franchise. What chances are there for advancement if you work for someone else? Name at least five occupations where a person is responsible to a higher authority.

What makes a consumer purchase a particular brand? Select an item and design advertisements or commercials trying to sell that merchandise. The discriminating use of adjectives can enhance the language arts skills of the group members. Consider how the Federal Food and Drug regulations affect ingredients. Find out all your group can about false advertising.

Follow the stockmarket by studying copies of the Wall Street Journal. Choose a stock and keep track of it for several weeks. Make groups showing its movement. Interview a stock broker and learn how mathematics directly relates to his/her career.

Compute the salary for a job listed in the "Help Wanted" column of your local newspaper. Compute the amount earned by each group member as they pick out a job. Can you determine reasons why an employer would not wish to list salary figures in a "Help Wanted" column? Can you determine the advantages of putting in the salary figures for readers to study and consider?

Consult the cooking section of the newspaper. Particularly look for recipes. Cut the recipes that you choose as a group into half portions, then cut down the recipe for one person, then enlarge the portion for ten or more people. "Buy" the necessary ingredients from store advertisements. Figure the cost per serving.

Study newspaper advertisements and make a list of all those that aren't exact in dollar amounts: example $7.98 or $6.50 etc. Discuss with group members why advertisements aren't written in full dollar figures, especially when items are on sale. Discuss with buyers and advertisement agents in local stores the reasons for putting in ads with these types of amounts.

STUDENT ACTIVITY SHEET

MATH MATTERS

SITUATION CARDS

Pretend you have $100.00 to donate to charity. However, you have several causes you feel are important. All of them can use the donations wisely. Distribute your money to five charities. Decide as a group how much you will donate, to whom, and for what purpose.

Plan a dinner menu for your family (or a family of four) picking meat, two vegetables, beverage and dessert. Pretend you have $10.00 to spend on the dinner. Write the name of each food and its price after it. Now add the prices for the total cost of the meal. Have you overspent your allotment? If so, by how much? If not, how much money do you have left over?

From the local newspaper advertisements, compare the prices of meats per pound. Which is the most expensive? Which is the least expensive? Research by asking the meat and store managers the reasons for price differences.

Consider the situation of a consumer who has a complaint with merchandise purchased in a local department store. How does a store manager handle an angry or dissatisfied customer? What skills are necessary to successfully handle a complaint department? What math skills are necessary to take care of refunds?

Pretent you have saved $75.00 for a bicycle. Can you find one that sells for that price? If not, how much more money will you need? Check the classified ads. List other features which might attract a prospective bicycle buyer besides the price. List as many jobs as you can think of that are directly related to this popular mode of transportation.

Using the want ads from your local newspaper, which kind of car is the most popular one for sale? How many Chevrolets are for sale? Fords? Buicks? How do foreign cars affect the American labor market? Visit a local car dealership. Interview a salesman and find out the personality characteristics necessary for this type of work. Make a list of environmental conditions that affect automobile sales.

SUPPLEMENTARY RESOURCES

TEACHER

Finn, Peter and Lawson, Jane. Career Education Activities for Subject Area Teachers. Grades 1-6. Cambridge, MA., Abt Publications, Inc., 1975 "Winning At Math", pp. 219-223, "Math On The Job", pp. 225-231 (BICEP 3076).

Teacher-Developed Infused Curriculum Modules, Grades 4-6, All Subjects.Arlington, TX Partners in Career Education, 1977 (BICEP 3163).

Teacher-Developed Infused Curriculum Modules, Grades 7-12, Math/Science. Arlington, TX, Partners in Career Education, 1977 (BICEP 3191).

FOLLOW-UP ACTIVITIES

Have those students who especially have a keen number sense to "revise" a typical page in their regular mathematics text to reflect job type situations. For example, there may be a page of problems dealing with averages. Have students rewrite the word problems based on occupations which deal with averages all the time such as sports statisticians, insurance agents, meteorologists.

TEACHER'S NOTES

ECON.
PRIN.

MONEY TALK

ECONOMIC AWARENESS

MATERIALS/RESOURCES

"Money Talks" Illustrations

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Students will become familiar with well known expressions which refer to money but do not reflect their exact meaning with the words used and translate the meaning thereby increasing an understanding of economic principles.

PROCEDURES

1. Begin activity by displaying at least three of the prepared illustrations accompanying this activity in which an expression is shown in illustration in its most literal sense. A good example of at least three illustrations that might be used as initial motivators are listed below:
   - Money talks.
   - Money's Tight These Days.
   - I'm Putting My Money On You.
2. Discuss with students the implications of our American speech which allows one to use words which do not literally mean what they say and in particularly to money and economic principles.
3. Introduce discussion about the three examples listed above and draw from the group their interpretations of these expressions. If there is not sufficient understanding within group, explain and give illustrative examples.
4. Assign students the task of translating the expressions listed below. Suggest that they ask parents, friends, older citizens, people who work in banks and with money for interpretations.
   - Saving My Money For A Rainy Day.
   - Getting Your Money's Worth
   - Funny, Funny, Funny What Money Can Do!

ECON.
PRIN.

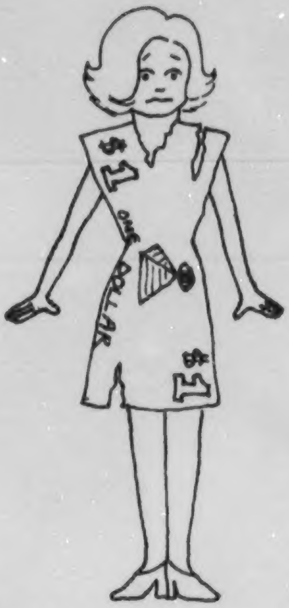
PROCEDURES Continued

- I Put My Money On The Wrong Horse.
- Put Your Money Where Your Mouth Is.
- Money's The Root Of All Evil.
- Bright As A Dollar.
- Don't Take Any Wooden Nickels.
- Brother, Can You Spare a Dime?
- Pennies From Heaven.
- A Penny For Your Thoughts.
- Penny Wise and Pound Foolish.

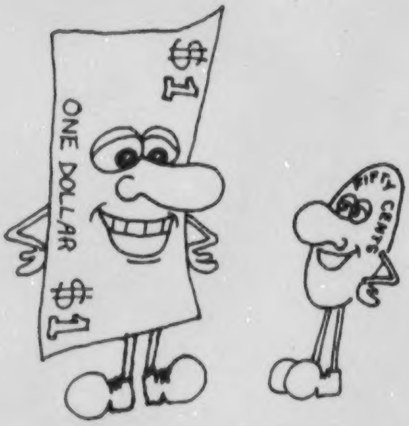
5. Allow students to contribute expressions themselves which they may get from their research and questions of others but also allow them to make up some of their own.
6. Allow those so inclined to design their own illustrations to accompany the expressions.
7. Display translations and illustrations in a prominent place in the classroom, at a learning center or in a hallway display case.

STUDENT ACTIVITY SHEET

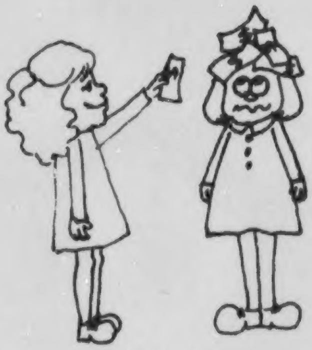
MONEY TALK


$1
ONE DOLLAR
$1

"Money's Tight These Days"


$1
ONE DOLLAR
$1
FIFTY CENTS

"Money Talks"



"I'm Putting My Money On You"

SUPPLEMENTARY RESOURCES

TEACHER

Farnette, Cherrie et al. Cents-Abilities. Nashville, Tenn., Incentive Publications, Inc., 1979 (BICEP 3316).

Overholt, James L. Dr. Jim's Elementary Math Prescriptions. Santa Monica, Calif., Goodyear Publishing Co., 1978 (BICEP 3056).

FOLLOW-UP ACTIVITIES

Students may wish to research the origins of certain expressions related to economic principles.

TEACHER'S NOTES

Numeration

THE WISH BOOK

ECONOMIC AWARENESS

MATERIALS/RESOURCES

Paper

Pencils and Crayons

Catalogs (Sears, Penny's, Montgomery Ward, etc.)

DETAILS

LEVEL: Primary

TYPE: Entire Class
Small Groups

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

In order to increase their awareness of money values, the students will select two or more items they would like to purchase.

PROCEDURES

1. Explain the purpose and use of catalogs to entire class. (Catalogs are an alternative way of shopping. It is more convenient, less time-consuming, often more expensive, and usually involves a long waiting period to receive the product, unlike going to the store. Items may be ordered by mail or telephone.)
2. Divide the class in small groups and distribute catalogs.
3. Direct each student to choose two items they would like to purchase more than any others. Allow about ten minutes for a decision.
4. Ask each student to list and illustrate the items and their prices on a sheet of paper.
5. Make a wishbook showing the students' items.

VARIATIONS

For a more advanced group, students could compute the sum of their items.

A limit could be placed on the amount a student may spend.

?
CATALOGUE
CHRISTMAS LIST
MOM
DAD
LINDA
TIM

NUMER.

SUPPLEMENTARY RESOURCES

TEACHER

Weber, Louise and M.C. Kids 'N Catalogs. Nashville, Tenn.: Incentive Publications, Inc., 1976 (BICEP 3042).

Learning Center Activities "Math". The Education Center, Greensboro, N. C., 1976 (BICEP 3314).

Teacher-Developed Infused Curriculum Modules, K-3. Texas Education Agency, "Mathematics", 1977. pp. 113-139 (BICEP 3105).

STUDENT

Barr, Jene. What Can Money Do? Chicago, Illinois: Albert Whitman & Co., 1967 (BICEP 9010).

FOLLOW-UP ACTIVITIES

Salespersons from local businesses (Sears) whose job is that of distributing goods and services through a mail order service would be valuable classroom resources. Students could also design their own catalog of items that have special interest for them. They might design a sporting goods catalog, a crafts catalog, an animal care catalog, as an example. This would require them to do some comparative pricing in local business sites in order to be able to put in equitable prices.

TEACHER'S NOTES

NUMER.

EAT YOUR HEART OUT

ECONOMIC AWARENESS

MATERIALS/RESOURCES

Newspaper Ads
Supermarket Flyers
Cookbooks
Paper
Pencils

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Using ads from local newspapers, students will compare price differences and make a shopping list for a nutritious dinner.

PROCEDURES

1. Have the students compare ads in local papers and discuss comparative prices.
2. Have the students plan a nutritious dinner menu using cookbooks. A discussion of a Daily Food Guide should be considered when planning a nutritious dinner meal. This guide includes a balance of the following:

   Dairy Products
   Vegetables and Fruits
   Meats, Poultry and Fish
   Cereals and Grains

3. Have the students use their menus and ads to make a shopping list and determine costs.
4. Ask the students to compare menus and costs.

   Example: most expensive meal and most expensive ingredient.

OIL
PEANUTS

NUMER.

SUPPLEMENTARY RESOURCES

TEACHER

Gaining Interest In Economics Activity Cards. Grades K-3, Arizona Dept. of Education, 1978 (BICEP 4073).

Nutrition Action Pack. McDonald's Corporation, Cleveland, Ohio, 1975 (BICEP 3155).

Fioratta, Noel and Phyllis. Be What You Want To Be, The Complete Dress-Up and Pretend Craft Book. New York: Workman Publishing Co., "Chapter 3/A Store Is A Place To Buy Special Things", 1977 (BICEP 3106).

"Adventures in Reading, Writing and Eating." Bloomfield Hills, Michigan: Sandra Schurr Publications, 1977 (BICEP 9216).

STUDENT

Health and Growth, Book Six. Scott, Foresman & Co., Glenview, Ill., 1971 (BICEP pp. 144-164).

FOLLOW-UP ACTIVITIES

Have students decide on something simple they would enjoy making in the classroom, such as peanut butter, popcorn, jello, pizza, applesauce.

Students could take part in shopping, comparing prices, preparing food and eating it.

Recipe Idea: Apple Treats from "Assembly Line Cooking", a worksheet available at the BICEP Resource Center.

Ingredients (For Four Students): 2 apples, 1/2 cup peanut butter, 1/4 cup sesame seeds, 2 tblsp. soy flour for complete protein.

Procedures: Corer: Remove stem. Cut apple vertically in two pieces and remove core.
Slicer: Stick form in apple, holding steady. Cut in 1/4" or 1 cm. slices.
Spreader: Spread apple with peanut butter mixture.
Dipper: Dip apple (p. butter side) in sesame seeds or sprinkle on top.

TEACHER'S NOTES

AVERAGING SPORTING EVENTS

MATERIALS/RESOURCES

Variety of Gymnastic Equipment
Pencil
Judges' Cards
Contestants' Cards

DETAILS

LEVEL: Intermediate

TYPE: Small Groups

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Students will recognize the precise standards needed in judging contestants and thereby increase skill in averaging.

PROCEDURES

1. Discuss how sports judges decide on a winner and what qualities they look for in each contestant.
2. Hold a miniature gymnastics competition.
3. Choose three to four students to be the contestants in the competition and also choose five to six judges.
4. Using a variety of gymnastic equipment (or only one) such as the balance beam, parallel bars, uneven parallel bars, mats marked for standing broad jump, allow the students to "perform" for the judges. Contestants should be given some time to practice beforehand or students already skilled in gymnastic activities could be chosen.
5. Judges' scores could be based on the following:

A	* Difficulty	Up to 3.4 points
B	* Construction	Up to 1.6 points
C	* Execution	Up to 4.4 points
D	* Risk & Originality	Up to 0.6 points
	TOTAL POINTS	10.0

Students should also be allowed to decide on their own standard number of points.

NUMER.

PROCEDURES Continued

JUDGES' CARD	
A.	2.7
B.	0.9
C.	2.8
D.	0.4
TOTAL	6.8

Here is an example of Judges' Card with scores in all four categories. Below is an example of a single contestant's score according to two judges.

CONTESTANT # One	JUDGE	A	B	C	D	TOTAL
	1	2.7	0.9	2.8	0.4	6.8
	2	3.0	1.4	4.2	0.3	8.9
	3					
	4					
	5					
	AVERAGE SCORE					

6. Find the average for each contestant and determine the winner.
7. Discuss the difficulty in judging.
8. Discuss the mathematical steps involved in doing an average example.
9. Discuss the precise standards needed to judge an athletic contest effectively.

SUPPLEMENTARY RESOURCES

TEACHER

Baratta-Lorton, Robert. Mathematics..A Way of Thinking. Reading, MA., Addison-Wesley Publishing Co., Inc., 1977 (BICEP).

Kaplan, Sandra et al. The Big Book of Collections: Math Games and Activities. Pacific Palisades, CA., Goodyear Publishing Co., Inc., 1975 (BICEP 3138).

Kirkman, Ralph et al. Every Number Counts, Levels I and II. Nashville, Tenn., Incentive Publications, Inc., 1977 (BICEP 3172 and 3173).

Teacher-Developed Infused Curriculum Modules, Grades 4-6. Arlington, Texas, Partners in Career Education, "Average", p. 124, 1977 (BICEP 3163).

STUDENT

May, Julian. The Olympic Games. Mankato, Minn., Creative Educational Society, Inc., 1975 (BICEP 9085).

Health and Physical Education: Who Needs It? Philadelphia, PA., Counselor Films, Inc., f/c (BICEP 4029E).

FOLLOW-UP ACTIVITIES

A similar activity could be done with tumbling if more complex gymnastic equipment is unavailable.

TEACHER'S NOTES

NUMER.

62

Measurement

MEASUREMENT MANAGEMENT

SELF CONCEPT

MATERIALS/RESOURCES

Pencil
Paper

DETAILS

LEVEL: Primary

TYPE: Entire Class

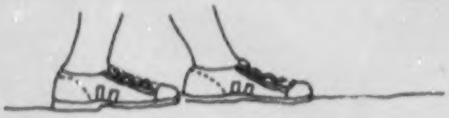
TIME: One Class Period

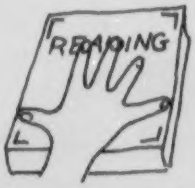
INSTRUCTIONAL OBJECTIVE

Using parts of their bodies as measuring tools, the students will measure different objects and spaces.

PROCEDURES

1. Measure the length of the chalkboard by pacing on the floor.





Measure the length of a book by using the span of her/his hand.
Measure a pencil by using the distance between the first and second joint on his/her pointer finger.

2. Write the units of measure on the chalkboard: i.e., chalkboard - fifteen of teacher's paces; book - one and one/half of teacher's hand spans; pencil - six finger spans.
3. Measure the same three things using parts of their bodies and record their findings on paper.
4. Compare differences in measurements and discuss the need for a standard unit of measure.
5. Discuss with the class how different occupations would be affected by non-standardized measures.

   What would houses look like if every carpenter measured a foot by his/her own feet?

MEAS.

What would clothes look like if every dressmaker used his/her hand as the standard length?

What would a cake look like if every chef used "handsful" to measure ingredients?

What would a room look like if every paper hanger used his/her arm to measure spaces?

What would carpets look like if each manufacturer measured length and width by pacing?

What problems would a jeweler have if he/she designed rings to fit just his/her own fingers?

SUPPLEMENTARY RESOURCES

TEACHER

Bitter, Gary et al. Activities Handbook for Teaching the Metric System. Boston, Mass.: Allyn and Bacon, 1976, pp. 9-19 (BICEP 3084).

Every Number Counts, Levels I and II. Nashville, Tenn.: Incentive Publications, 1977 (BICEP 3171 and 3172).

STUDENT

Where I Am. Independent Map and Orientation Activities Home-School Workbook. Developmental Learning Materials, Niles, Illinois, 1977 (BICEP 3159).

Price, Shirley and Price, Merle. The Primary Math Lab, An Active Learning Approach. Santa Monica, Calif.: Goodyear Publishing Company, Inc., 1978, "Length Worksheets", pp. 78-102 (BICEP 3108).

FOLLOW-UP ACTIVITIES

Students could make an experience chart of all the occupations they can identify that need measurement skills in order to be successful: i.e., dressmaker, carpenter, rug salesperson, landscape architect, greeting card designer, surveyor, wallpaper hanger, tailor, interior decorator.

TEACHER'S NOTES

MEAS.

56

METRIC MUNCHIES

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

Metric Scale, Weights and Measures
Ingredients listed in activity
Sifter Mixing Bowls Mixing Spoons
Egg Beater Double Boiler Punch Bowl
Pans (20 cm. square and 23 x 33 cm. cookie sheets)

DETAILS

LEVEL: Primary

TYPE: Small Group

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

During a unit on metric measurement, the students will work cooperatively to make a snack using a metric recipe.

PROCEDURES

1. Begin by discussing interpersonal skills and responsibilities necessary for a group cooking activity. Begin by measuring the following ingredients:

140 g.	raisins
150 g.	nuts, mixed
125 g.	sunflower seeds, shelled
200 g.	M & M's

2. Mix together and divide among group.

METRIC MUFFINS

1. Have students assemble ingredients:

480 ml.	sifted flour
12 ml.	baking powder
2 ml.	salt
45 ml.	sugar
240 ml.	milk
240 ml.	cranberries, chopped

2. Place 12 paper muffin caps into muffin pans.

3. Sift and measure flour.

4. Measure baking powder, salt and sugar.

MEAS.

METRIC MUFFINS (Cont.)

5. Break the egg into a large mixing bowl. Beat the egg.

6. Measure the milk and oil. Add them to the egg.

7. Sift the flour, baking powder, salt and sugar into the egg mixture.

8. Stir until all ingredients are combined. Add the cranberries and spoon the mixture into the muffin cups.

9. Bake at 205° C. for twenty minutes.

10. Share the muffins on completion.

WACKY CAKE

1. Have students assemble dry ingredients:

200 g.	flour
210 g.	sugar
20 g.	cocoa
3 g.	salt
3 g.	soda

2. Make three craters and add:

15 ml.	vinegar
75 ml.	melted butter
240 ml.	cold water

3. Stir well. Bake at 175° C. about 40 minutes. (Two melted Hershey bars can be used for icing.)

BROWNIES

1. Heat oven to 175° C. (350° F.)

2. Melt in double boiler:

4	squares (28 g. each) unsweetened chocolate
145 g.	shortening

3. Beat in with egg beater:

420 g.	sugar
4	eggs

4. Add: 200 g. flour
   3 g. baking powder
   3 g. salt

5. Bake in 23 x 33 cm. pan for 30-40 minutes. Makes 32 squares.

MEAS.

68

COOKIE TREATS

1. Beat until creamy:

   225 g. margarine
   165 g. brown sugar, packed
   155 g. sugar
   2.5 ml. (1/2 tsp.) water
   2 eggs
   5 ml. vanilla

2. Sift and add:

   305 g. flour
   3 g. soda
   5 g. salt

   * Add 70 g. nuts if you wish.

3. Drop by teaspoon onto greased cookie sheet.

4. Press 5 "M & M" chocolate candies into each cookie.

5. Bake at 190° C. for 10-12 minutes.

LITER PUNCH

1. Measure:

   1 liter orange juice
   1 liter cranberry juice

2. Mix the orange juice and cranberry juice together in a two liter pitcher or a large punch bowl.

3. Add ice cubes. (Serves nine large glasses or eighteen small glasses.)

69

SUPPLEMENTARY RESOURCES

TEACHER

Bitter, Gary et al. Activities Handbook for Teaching the Metric System. Boston, Mass.: Allyn and Bacon, 1976 (BICEP 3084).

Sheperak, Rita et al. Touching and Teaching Metrics. Carthage, Illinois: Good Apple, 1977 (BICEP 3055, pp. 115-128).

Overholt, Dr. James L. Dr. Jim's Elementary Math Prescriptions. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1978 (BICEP 3056).

STUDENT

World of Work Adventures of The Lollipop Dragon, "Making Dragon Cookies". Society for Visual Education, Inc., Chicago, Illinois, 1974 (BICEP 4005F).

FOLLOW-UP ACTIVITIES

Upon completion of the activity, it would be advisable to discuss with students why cooperation is important in doing a group cooking exercise. The group cooking activity can be compared to a simple assembly line where each worker has his/her task to do to complete the whole. It can also be compared to twentieth century fast food franchises where each worker does his/her job in synchronization.

TEACHER'S NOTES

MEAS.

SUNDAE SCHOOL

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

Recipe Book

Ingredients decided upon

Two Types of Ice Cream Machines (Electric, crank-type)

Rock Salt

Ice

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

During a study of dairy products, the students will make ice cream in the classroom deciding on a recipe, ingredients, amounts and type of maker (electric or crank-type).

PROCEDURES

1. Have students discuss their favorite flavors and recipes.
2. List the flavors and recipes. Vote on one to be used.
3. Identify all the tasks to be accomplished in making the ice cream.

Gather ingredients.
Measure ingredients.
Cook ingredients applicable to recipe.
Assemble ice cream freezer.
Pour ice cream mix into container.
Pour rock salt into freezer.
Crank until ice cream starts to harden.
Remove crank.
Put ice cream in regular freezer to set)
or) Per directions for freezer
Cover ice cream with towel when set.)
Enjoy.

MEAS.

PROCEDURES Continued

4. Have students draw from a hat one thing to be responsible for; either before, during or after making ice cream.

5. Have students bring to class all materials necessary.

6. Have students make and eat the ice cream.

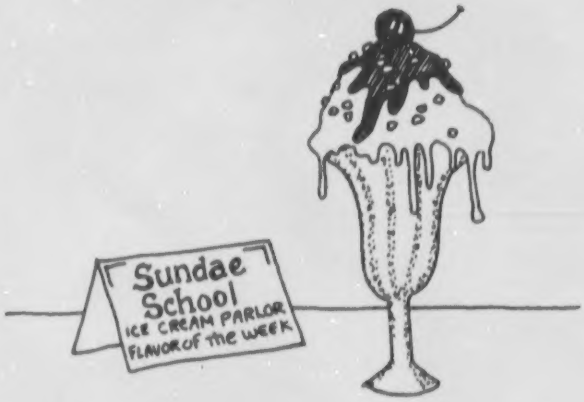
7. Have students clean up and assess the success of the activity.

RECIPE FOR HOMEMADE ICE CREAM

Hand-crank Ice Cream Freezer
Rock Salt) As Freezer Requires
Ice Cubes)

4 Cups cream
3/4 Cups sugar
1 1/2 Teaspoons of vanilla
Pinch of salt

Mix ingredients well and churn until frozen.



MEAS.

SUPPLEMENTARY RESOURCES

TEACHER

Long, Betty and Witte, Carol. Metric Fun Cooking Cards. Manhattan Beach, Calif.: Teachers, 1975 (Grade 6).

Roper, Ann. Metric Recipes for the Classroom. Palo Alto, Calif.: Creative Publications, Inc., 1977 (Grade 6).

Dairy Industry. Coloma Community Schools, Coloma, Michigan, 1977 (BICEP 1112).

Katzman, Carol et al. Economy Size. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1978, pp. 79-80 (BICEP 3054).

TEACHER AND STUDENTS

Berman, Michelle and Shevitz, Linda. I Can Make It On My Own, Functional Reading Ideas For Daily Survival. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1978, "Fountain Fantasy Ice Cream Parlor", pp. 73-75 (BICEP 3136).

FOLLOW-UP ACTIVITIES

A visit to an ice cream specialty shop and an interview with the owner would be helpful in planning this activity.

Primary students can learn many skills from setting up their own "ice cream parlor" in their classroom. They can use a toy cashier and have their "shop" open during designated hours. They can also create their own "flavors" and thus begin to learn more descriptive words.

During and upon completion of this activity students can then be introduced to a term "division of labor" and make assumptions as to how this concept applied in their making of ice cream.

TEACHER'S NOTES

73

MEAS.

PASTA PARTY

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

Menu to be used

Cookbooks

"Pasta Party" Worksheet

Oak Tag

Decorating Materials for Place Mats

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

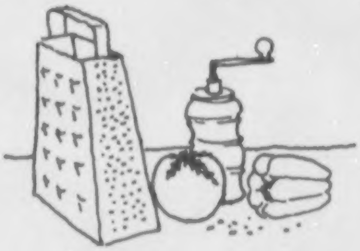
Using a fixed amount of money, the students will cooperatively plan for, shop, prepare and serve a meal.

PROCEDURES

1. Tell the class that you've decided to have a "Pasta Party". Tell them you will be breaking the class into groups and each group will be responsible for preparing a different aspect of the meal. Ask them what types of things would have to be done in order to have the party.

   Some suggestions:

   Money collector - responsible for collecting fifty cents apiece
   Shoppers - use class prepared list
   Sauce makers
   Spaghetti cookers
   Salad makers
   Dessert makers
   Soft drink makers
   Table setters
   Servers - waiters and waitresses
   Clean-up crew



2. Brainstorm a list of groceries. Things the students could bring from home would also be listed. Make a master copy. (See sample "Pasta Party".)
3. Brainstorm a list of cooking utensils needed. (See "Pasta Party" Worksheet)
4. Make a trip to the market with the Shopping Group.
5. Make the sauce with the Sauce Group several days before party. (See "Pasta Party" worksheet.)

MEAS.

PROCEDURES Continued

6. Make arrangements for use of school kitchen or for classroom facilities so that cooking can be done in school, thus giving students the opportunity to work cooperatively. Teacher should make sure to have clearance with building administrator.
7. Discuss serving of "Pasta Party". Place may need to be made. Paper products, eating utensils need to be collected. A small committee can work on place mats.
8. Have groups do assigned tasks on the party day. Teacher may wish to write student assignments on large index cards.
9. Enjoy feast!
10. Clean up. The clean up committee will put all materials away.

STUDENT ACTIVITY SHEET

PASTA PARTY

SPAGHETTI SAUCE RECIPE

3 Large cans tomato puree
1 Large can tomato paste
1 Large onion
1 Tablespoon salt
1 Tablespoon sugar
1 Clove garlic
1 Teaspoon pepper
1 Teaspoon oregano
2 Tablespoons oil
2 Tablespoons Parmesan cheese

Directions: Chop up (mince) onions and garlic. Pour oil in large sauce pan, add onions and garlic. Cook till slightly brown, stirring constantly. Add tomato puree and tomato paste and the rest of the ingredients. Cook three to four hours over very low heat.

******

SHOPPING LIST

Spaghetti and Sauce:
  3 Cans tomato puree
  1 Small can tomato paste
  1 Large onion)
  Salt)
  Pepper)
  Sugar) - Brought from home
  1 Clove garlic)
  Parmesan cheese)
  Oil)
  Oregano)
  3 Pounds #2 Spaghetti

Salad:
  2 Heads of lettuce
  3 Tomatoes
  1 Cucumber
  Salad dressing

Dessert:
  Fresh fruit or two packages brownie mix

Punch:
  8 Ounces per person

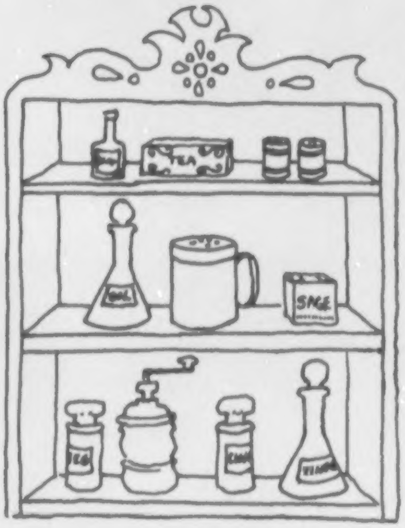
MEAS.

SHOPPING LIST (Cont.)

Necessities:
- Paper Plates
- Plastic forks and spoons
- Paper towels
- Dish soap
- Napkins
- Paper cups

******

Utensils Needed:
- 2 Large (10 quart) sauce pan
- 1 Spaghetti drainer
- 1 Chopping knife
- 1 or 2 Large bowls for salad
- 1 or 2-9" x 12" pans for brownies (if included in menu)
- 1 Bowl for mixing brownies
- 1 or 2 Large pitchers for making drinks
- Large tongs
- Big spoons - serving sauce and salad



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SUPPLEMENTARY RESOURCES

TEACHER

Cadwallader, Sharon. Cooking Adventures for Kids. Boston, Mass.: Houghton Mifflin Company, 1974, (BWB).

Sandra Schurr Publications Activity Cards - Adventures in Reading, Writing and Eating, K-6. 1977 (BICEP 9216).

Stein, Sara B. The Kids' Kitchen Takeover. New York: Workman Publishing Company, Inc., 1975 (BICEP 9237).

Gaining Interest in Economics Activity Cards, Grades 4-6. Arizona Dept. of Education, 1978. (BICEP 4073).

STUDENT

People Who Organize Facts "Bakery Forewoman". New York: Guidance Associates, 1972 (BICEP 4010C).

FOLLOW-UP ACTIVITIES

This type of activity can be an introduction to ethnic differences and how people associate certain foods with different nationalities. This is a natural lead into restaurant jobs which specialize in ethnic foods.

Upon completion of this activity students need to analyze the interpersonal skills needed in planning a meal for a large group. Comparison can be made to the work of a catering service which requires precision timing, cooperation, social communication skills as well as the obvious ability to create pleasing foods for their customers.

TEACHER'S NOTES

MEAS.

METRIC MODELS

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

Rulers
Meter Sticks
Large Drawing Paper

DETAILS

LEVEL: Intermediate

TYPE: Small Groups

TIME: Two-Three Class Periods

INSTRUCTIONAL OBJECTIVE

After measuring distances in the classroom, the students will draw a floor plan of their room using the information obtained.

PROCEDURES

1. Have students, working in pairs, obtain the following measurements:

   The classroom perimeter
   The classroom area
   Amount of space covered by the desks
   Blackboard area
   Door areas
   Window areas
   Other pertinent measurements

2. Have some students use the standard measure and have others use metric measures. Students will share their findings with the class.

3. Have students draw a floor plan of the classroom using the information obtained. (Some groups will use yards and feet; others will use meters and centimeters.) Scale: one inch for one yard; one centimeter for one meter.

MEAS.

SUPPLEMENTARY RESOURCES

TEACHER

Kaplan, Sandra et al. Change for Children, Ideas and Activities for Individualizing Learning. Pacific Palisades, Calif.: Goodyear Publishing Co., Inc., 1973. pp. 68-71 (BICEP 3037).

Kirkman, Ralph and Darrell, Robert. Every Number Counts, Functional Math for Today's Working World, Level 2. Nashville, Tenn.: Incentive Publications, 1977. pp. 66-75 (BICEP 3172).

Project GROW Activity Cards: "Redecorating My Room", Levels 3-6. Act. #18, Florida State Dept. of Education, 1975 (BICEP 3126).

STUDENT

Where I Am - Independent Map and Orientation Activities Home-School Workbook. Developmental Learning Materials, Niles, Illinois, 1977 (BICEP 3159).

What do People Do Series: "My Father's an Architect". Troll Associates, 1974 (BICEP 4023L).

FOLLOW-UP ACTIVITIES

Invite a construction worker to discuss his/her trade and how s/he uses measurement in the building industry. Also, an architect can be a valuable visitor in relation to this activity. Students will readily see that the architect uses the same tools in his/her work as students use in their schoolwork: pencil, ruler, eraser, etc. Make sure that the architect brings blueprints and a template.

TEACHER'S NOTES

MEAS.

Decimals

FAMILY PICNIC

DECISION MAKING

MATERIALS/RESOURCES

Newspapers with ads for food
Magazines with ads for food
Paste/Glue
Manila Folders
Paper Plates
Crayons
Scissors
Poster Board

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Two-Three Class Periods

INSTRUCTIONAL OBJECTIVE

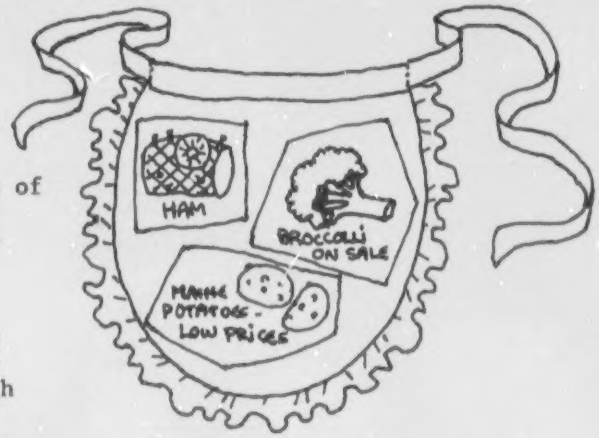
Given a specified amount of money, each student will plan a well-balanced picnic for his/her family.

PROCEDURES

1. Discuss the four basic food groups and the importance of each.

   a) Dairy products
   b) Cereals and grains
   c) Fruits and vegetables
   d) Meats, poultry and fish

   Relate the discussion to the importance of shopping wisely, utilizing coupons and sale items, and consideration of family preferences.



2. Have each student, who has been given a specific amount of money, plan a well-balanced meal for his/her family through the use of newspaper and magazine ads.

3. Have each student cut out selected food ads with prices. All items selected should tally within the specified budget.

4. Have students make creative displays of their selected foods for the picnic. For example, the ads may be mounted on a paper plate, cereal box, picnic basket, apron, etc.

DEC.

SUPPLEMENTARY RESOURCES

TEACHER

Gaining Interest in Economic Activity Cards, Grades 4-6. Arizona Dept. of Education, 1978 (BICEP 4073).

Sandra Schurr Publications Activity Cards - Adventures in Reading, Writing and Eating, K-6. 1977 (BICEP 9216).

Nutrition Action Pack. McDonald's Corporation, Cleveland, Ohio, 1975, Transparency #4 (BICEP 3155).

TEACHER AND STUDENTS

Kaplan, Susan et al. The Big Book of Collections: Math Games and Activities. Pacific Palisades, Calif.: Goodyear Publishing Company, Inc., 1975, "Foods" (BICEP 3138).

FOLLOW-UP ACTIVITIES

A follow-up discussion may be initiated by raising the following question: "Is it more economical to travel to several markets for the best bargains or to buy all one's items in one store?"

When creative displays are completed, the best one(or ones) can be chosen and a picnic planned for a group of people (teachers, parents, etc.). The picnic can be prepared and served by the students.

TEACHER'S NOTES

FIELD TRIP PLANNING

DECISION MAKING

MATERIALS/RESOURCES

Map
Ruler
Pencil
Paper
Telephone Book

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Field Trip and Two-Three Class Periods for Planning Trip

INSTRUCTIONAL OBJECTIVE

After the class decides three places they would like to visit within a twenty mile radius, the students will compare costs of each trip and carry out the least expensive trip.

PROCEDURES

1. Discuss the concept of "radius," using a local map, and establish villages, etc. within that radius.
2. Present a few examples of possibilities that would be feasible, listing for all to see. (e.g., local theatre, amusement park, eating establishment)
3. Have students contribute other possibilities based on the goals for going on a field trip.
    - Are we planning a trip to see workers in a given career cluster? (e.g., manufacturing, health, marine science)
    - Are we planning a trip to be able to interview a variety of workers? (e.g., a shopping mall, an artisan craft show)
    - Are we planning a trip to gain specified information for future research when we return to school? (e.g., a museum, a library, a public service agency)

DEC.

PROCEDURES Continued

4. Once students and teacher have determined goals of the trip, begin brainstorming about observations and expectations on how to achieve the goal. The observations and expectations can be broken into three major categories:

   - Pre-Trip Suggested Activities

   - On-Site Activities

   - Post Trip Activities

5. Place pre-trip emphasis on designing questions to be answered on the trip (based on specific locations naturally). A listing of general questions is included below:

   - What do you think we will see on our trip?

   - What will we hear on our trip?

   - How many people work and earn their living in this manner?

   - Why is this job important to the community?

   - What are some other businesses or situations where people rely on what our trip site provides?

   - How does this trip relate to what we learn in school?

6. If desired, have pre-trip activities such as inviting a worker or business person to the classroom to prepare the class to look for special points of interest as they participate in the field trip experience. The resource speaker should be encouraged to prepare students for what they will see on the experience and whether they will be participants at the work site or observers only. This final point relates directly to the outcome you wish for the trip.

7. Utilize materials from the Career Education Resource Center such as discussion pictures, units of study to supplement pre-planning instruction, multi-media kits, and student materials prior to going on a trip. This will enhance the experience.

8. Estimate the cost of the possible sites, once a number have been considered by students and teacher. Students can be divided into teams to determine the following:

   Transportation facilities
   Eating facilities
   Entrance fees/courtesy costs

   NOTE: Not all trips require these expenses but mathematical practice and application for trip planning (whether it be for school, personal travel or vacations) is a worthwhile learning experience.

9. Have class participate in a BICEP career awareness field trip based on the most economical trip as well as the trip which best serves the needs and learning styles of the students.

   NOTE TO INSTRUCTOR: More detailed information on career awareness field trip planning can be found in the Project publication: BICEP Career Awareness Strategies.

SUPPLEMENTARY RESOURCES

TEACHER

How to Develop and Use Community-Based Resources. New York: State Project to Implement Career Education, 1974 (BICEP 5000).

Career Awareness Field Trips: Off We Go To The Poster Printer, Off We Go To The Bike Factory, Off We Go To The Auto Proving Ground, Off We Go To The Aquarium, Off We Go To The House Built In A Hurry, Off We Go To The Orange Grove, Making the Most of Your Field Trip. Guidance Associates, 1974 (BICEP 4012-4018).

Yellow Pages of Learning Resources. Cambridge, Mass.: The MIT Press, 1972 (BICEP 3075).

STUDENT

Bank, Ira M. Community Careering, A Career Education Game Book. Moraira, New York: Chronicle Guidance Publishers, Inc., 1974 (BICEP 3052).

FOLLOW-UP ACTIVITIES

This activity can easily be adapted to social studies curricula. Also, the inclusion of parent volunteers in an activity such as this greatly enhances the opportunity to visit a variety of settings.

Students could be encouraged to determine whether seasonal considerations alter the cost. This could be linked to seasonal rates in settings where large numbers of tourists visit.

TEACHER'S NOTES

DEC.

COMPARE AND SAVE

ECONOMIC AWARENESS

MATERIALS/RESOURCES

Newspapers / Supermarket Ad Flyers
Scissors
Paste/Glue
Poster Paper / Bristol Board
Gold Stars / Silver Stars

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

Using advertisements from newspapers, the students will compare the cost of various items from several stores.

PROCEDURES

1. Gather "supermarket" flyers and newspaper ads from three-four different stores. Students and/or teacher should do this.
2. Preview these ads and determine ten-fifteen products common to each store. A list of these items should be given to the students.
3. Have students search, cut out and paste these ads on poster board for accessibility.
4. Introduce the class to the concept of unit pricing. Boardwork and seatwork concerning how to determine the unit price of an item is necessary and the amount of time allotted to this would depend upon their ability to grasp the concept.

   To find the unit price, divide the total price of the item by the number of units in the item.

Example:	Jar of Instant Coffee	8 oz./$2.69 = $.32
	Cheese	8 oz./$1.20 = $.15
	Milk	6 1/2 oz./$1.09 = $.02

   (Division and rounding of decimals are skills needed to complete this activity.)
5. Have students, in small groups and using ads from different stores, find the unit price for the items given and list the items and their unit prices on a chart. (See Sample "Comparison Chart".)
6. Have students identify the "best buys" by placing a gold or silver star next to that item.

DEC.

PROCEDURES Continued

7. Have students determine, using the ten-fifteen items previous decided, which store offers the "best" overall savings. (This can be done by totaling the unit price of each item for each store and comparing the totals.)

Comparison Chart

A & P	FINAST	STOP & SHOP	LOVE DISCOUNT
* Milk			
	* Hot Dogs		
			* Tomato Soup
		* Bread	

LETTUCE
49¢
A HEAD
CAT FOOD
5 CANS
1$
SPECIALS IN THE MEAT DEPT.
SALE TODAY
PRODUCE SPECIALS

SUPPLEMENTARY RESOURCES

TEACHER

Project GROW Activity Cards: "What You See Is Not Always What You Get". Levels 3-6. Act. #21, Florida State Dept. of Education, 1975 (BICEP 3126).

STUDENT

Kirkman, Ralph and Darrell, Bob. Every Number Counts, Level I. "Ads That Add", p. 25. "Dollar Discounts", p. 20. Every Number Counts, Level II. "Divide and Conquer", p. 25. Nashville, Tenn: Incentive Publications, Inc., 1977 (BICEP 3171 and 3172).

TEACHER AND STUDENTS

Kaplan, Susan et al. The Big Book of Collections: Math Games and Activities. Pacific Palisades, Calif.: Goodyear Publishing Co., Inc., 1975, "Products" (BICEP 3138).

Let's Go Shopping, A Discovery Game. St. Paul, Minn.: Trend Enterprises, Inc., 1975 (BICEP 4074).

FOLLOW-UP ACTIVITIES

Have an advertising agent for a local store come to the class to talk about how ads are designed for placement in local papers and how they are written to appeal to the consumers. This would be a valuable experience in relation to this activity.

Teacher and students can utilize this activity with shopping items other than foods, i.e., automobiles, household appliances, clothing. Based on the mathematic skills of the students, they could design a family budget based on the "best buys".

TEACHER'S NOTES

Graphs / Fractions

WEATHER WATCHERS

DECISION MAKING

MATERIALS/RESOURCES

"Weather Graph Experts" Worksheet

Crayons

Magic Markers

Weather Charts and Maps from News Media (optional)

DETAILS

LEVEL: Primary

TYPE: Entire Class
Individual

TIME: One Class Period
On Going

INSTRUCTIONAL OBJECTIVE

Students will graph weather changes for a month using symbols to indicate a variety of weather conditions.

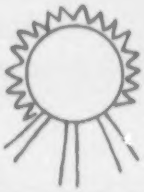
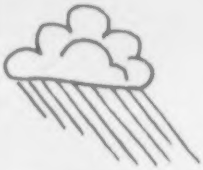
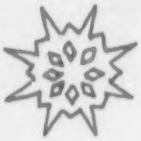
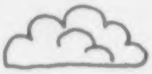
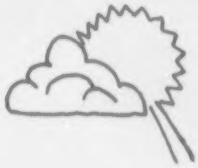
PROCEDURES

1. Begin activity by discussing how weather is reported in newspapers, on television and other printed materials. Discussion should include that the weather is charted from day to day to help a variety of people in their jobs. These people might include:
    - farmers
    - airline pilots
    - road workers
    - motel/hotel owners
    - meteorologists
    - taxi drivers
    - construction workers
    - street vendors
    - landscape workers
2. Have students list the ways that they have seen the weather shown in print. These ways might include graphs, colored maps on television, sign language displayed for deaf viewers and radar scans on television.
3. Suggest that the students keep a weather graph of their own for a period of one month.
4. Discuss the types of symbols which would be appropriate for use in the graph. As the symbols are discussed, they can be placed in the top section of the graph on the Student Activity Sheet as a reminder for the students.
5. Discuss how the chart will affect their lives: by helping them to plan outdoor activities, by noticing patterns in the weather and how these patterns affect people's personalities, by giving them clues as to what to wear for different weather conditions, and by helping them roleplay the work of a meteorologist.

GRAPHS
FRACT.

STUDENT ACTIVITY SHEET

WEATHER GRAPH EXPERTS

SUNNY	RAINY	SNOWY	CLOUDY	UNSETTLED
				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

SUPPLEMENTARY RESOURCES

TEACHER

Farnette, Cherrie et al. Cents-Abilities. Nashville, Tenn., Incentive Publications, Inc. 1979 (BICEP 3136).

Forte, Imogene et al. Center Stuff for Nooks, Crannies and Corners. Nashville, Tenn., Incentive Publications, Inc.,1973, "Graph the Giraffe", pp. 300-308 (BICEP 3040).

"Special Report", Project GROW K-2 Activity Cards, #19. Florida State Dept. of Education, 1975 (BICEP 3094).

The K-3 Hand Book. Illinois State Board of Education, 1977, p. 14 (BICEP 3113).

FOLLOW-UP ACTIVITIES

Students may wish to visit a farmer to learn how weather affects his/her crops or plan to visit any of the other types of job situations which are listed in procedure # 1.

Students may wish to organize their own weather show and record it on the school intercommunication system or in the school daily bulletin as part of their contributions to the day's news events.

TEACHER'S NOTES

MANAGE YOUR MONEY

MATERIALS/RESOURCES

Play Money
Small Notebooks
Primary Graph Paper
Classroom Supplies
"Manage Your Money" Worksheet
"Manage Your Money" Bar/Graph Worksheet

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

Using an allotted sum of money for purchase of classroom supplies, for one week each student will attempt to meet his/her needs without overspending his/her budget.

PROCEDURES

1. Have students discuss and list the classroom supplies used weekly and the cost of each item.

2. Give each student $5.00 play money for one week of supplies. Set aside a designated area for purchasing.

3. Have each student buy and record in a notebook each item, as needed, by item and price. (See "Manage Your Money" Worksheet" for suggested set-up of notebook or chart.) Student monitors may be appointed as supervisors on a daily basis to dispense materials, provide change and record data. If a student has exhausted the money, a discussion should ensue as to the reasons why.

GRAPHS
FRACT.

94

PROCEDURES Continued

4. Have students compare, at the end of the week, the number of items purchased. This can be done by making a classroom graph of the total number of each item bought for the week. (See "Manage Your Money" bar/graph worksheet. This will determine the most frequently needed items.)

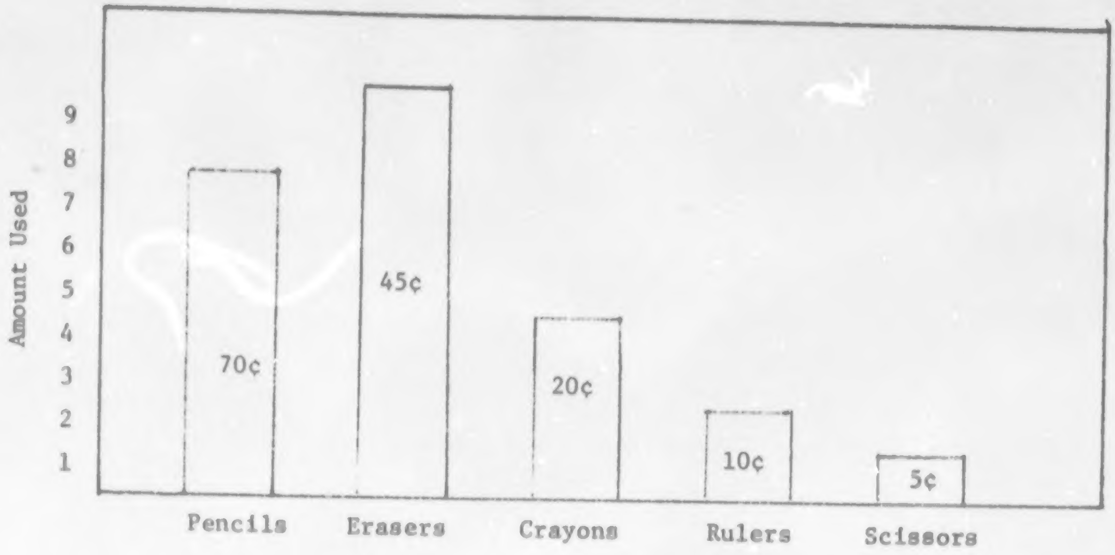
5. Have students construct individual bar graphs, plotting his/her own purchases and totaling amount spent for each item. Total the cost of supplies used for the week to determine if students stayed within their budgets.

6. Give a prize to the student using the least amount of money while still effectively carrying on class work.

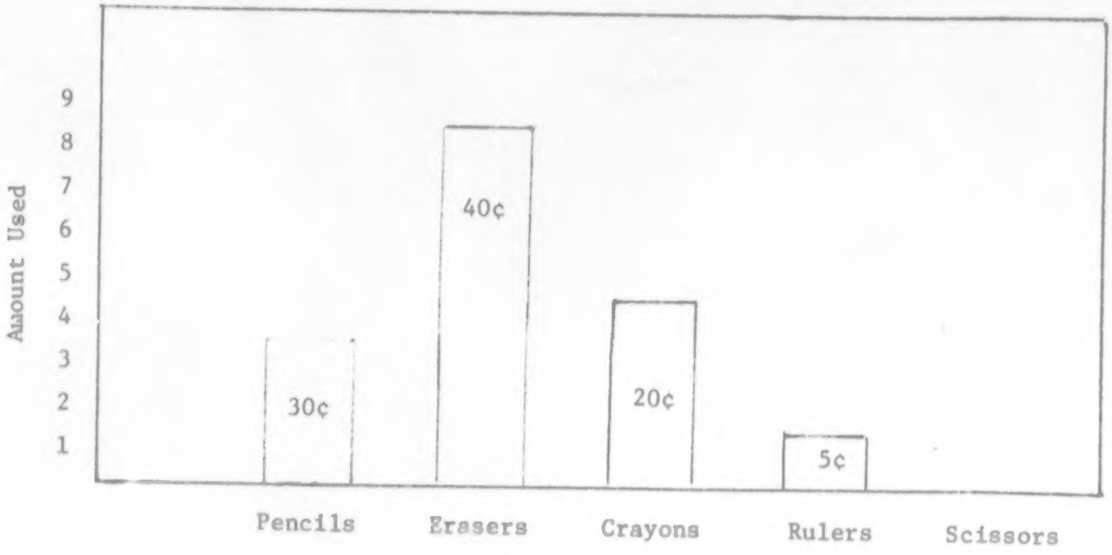
STUDENT ACTIVITY SHEET

MANAGE YOUR MONEY

TOTAL CLASSROOM SUPPLIES USED

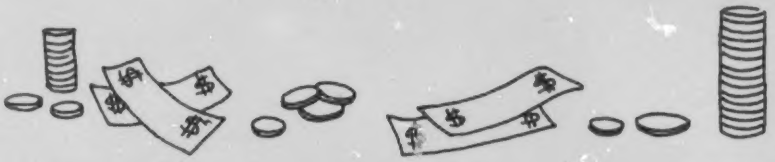


INDIVIDUAL SUPPLIES USED



STUDENT ACTIVITY SHEET

MANAGE YOUR MONEY



Material	Price	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Math Paper	2 ¢					
Penmanship Paper	2 ¢					
Pencils	10 ¢					
Lined Paper	2 ¢					
Magic Markers	5 ¢					
Pens	5 ¢					
Glue	5 ¢					
Scissors	5 ¢					
Ruler	5 ¢					
Crayons	5 ¢					
Erasers	5 ¢					

Others may be added

GRAPHS
FRACT.

SUPPLEMENTARY RESOURCES

TEACHER

Kaplan, Madsen & Gould. The Big Book of Collections: Math Games and Activities. Pacific Palisades, California: Goodyear Publishing Co., 1975 (BICEP 3138).

"How Budgets Work", Dollars and Sense. Mahwah, N.J.: Educational Direction, Inc., 1971 (BICEP 4024F).

STUDENT

Davis, Mary. Careers In A Bank. Minneapolis, Minn., Lerner Publications, 1975 (BICEP 9044).

TEACHER AND STUDENTS

Farnette, Cherrie et al. At Least A Thousand Things To Do. Nashville, Tenn.: Incentive Publications, Inc., "Monetary Connections", p. 73, 1977 (BICEP 3046).

FOLLOW-UP ACTIVITIES

This activity can be easily preceded or followed by a visit to a local bank. Students can observe the bank workers as well as learn the various ways banks help citizens manage their money.

TEACHER'S NOTES

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PIE OF LIFE

SELF CONCEPT

MATERIALS/RESOURCES

Paper or paper plates with dotted lines marked to show the four quadrants.

Markers/Crayons

"Pie of Life" My Daily Activities Worksheet

"Pie of Life" My "Wishful" Activities Worksheet

"Pie of Life Graph Model

DETAILS

LEVEL: Intermediate

TYPE: Small Groups
Individual

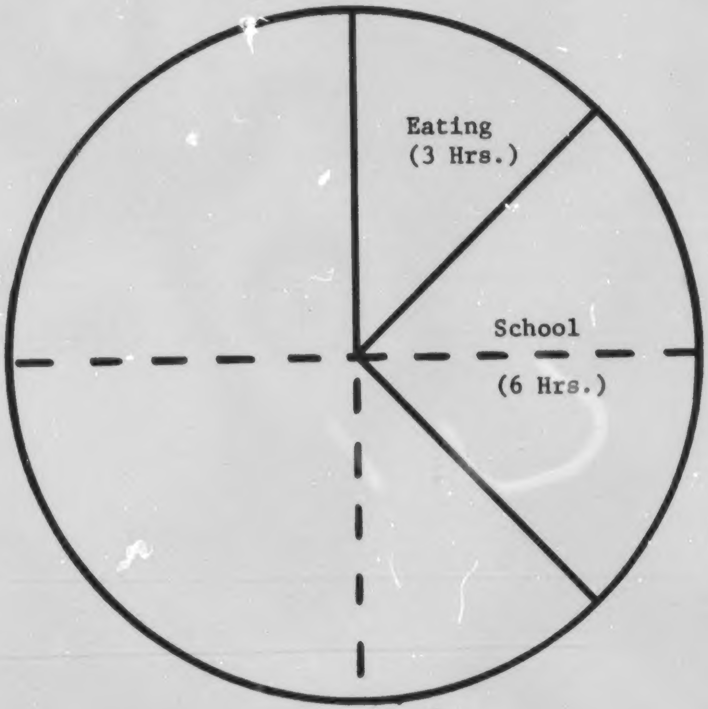
TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After a unit on fractions, each student will construct two pie graphs, one showing how he/she spends his/her time for a twenty-four period, and one showing how he/she would like to spend his/her time for a twenty-four period.

PROCEDURES

1. Illustrate a pie graph and its use.



GRAPHS
FRACT.

PROCEDURES Continued

2. Record activities for one day using "Pie of Life" My Daily Activities worksheet.
3. Have each student, with teacher assistance, translate his/her use of time onto the pie graph.
4. Ask students to consider whether they feel the day was spent productively once they have translated a twenty-four hour day into a pie group. If they were "reliving" that day, how would they spend their time? Were there things they wish they had done the previous day? Friends to meet? Places to go? Homework to do? Chores to finish?
5. Given this motivation, have students record how they would like to spend their time for one day using "Pie of Life" My "Wishful" Activities worksheet. Encourage students to use same day of the week for comparison purposes.
6. Construct second pie graph using the time allocations from Procedures #5.
7. Discuss and compare fractional proportions of time shown in each group.

STUDENT ACTIVITY SHEET

PIE OF LIFE

MY DAILY ACTIVITIES WORKSHEET

Check the Proper Columns.

TIME	WHAT DID YOU DO?	ALONE	WITH OTHERS	ENJOYED	DID NOT ENJOY
A.M.					
5:00 - 6:00					
6:00 - 7:00					
7:00 - 8:00					
8:00 - 9:00					
9:00 -10:00					
10:00 -11:00					
11:00 -12:00					
P.M.					
12:00 - 1:00					
1:00 - 2:00					
2:00 - 3:00					
3:00 - 4:00					
4:00 - 5:00					
5:00 - 6:00					
6:00 - 7:00					
7:00 - 8:00					
8:00 - 9:00					
9:00 -10:00					
10:00 -11:00					
11:00 -12:00					
A.M.					
12:00 - 1:00					
1:00 - 2:00					
2:00 - 3:00					
3:00 - 4:00					
4:00 - 5:00					

GRAPHS
FRACT.

DEVELOPED BY PROJECT BICEP, BARNSTABLE PUBLIC SCHOOLS

STUDENT ACTIVITY SHEET

PIE OF LIFE

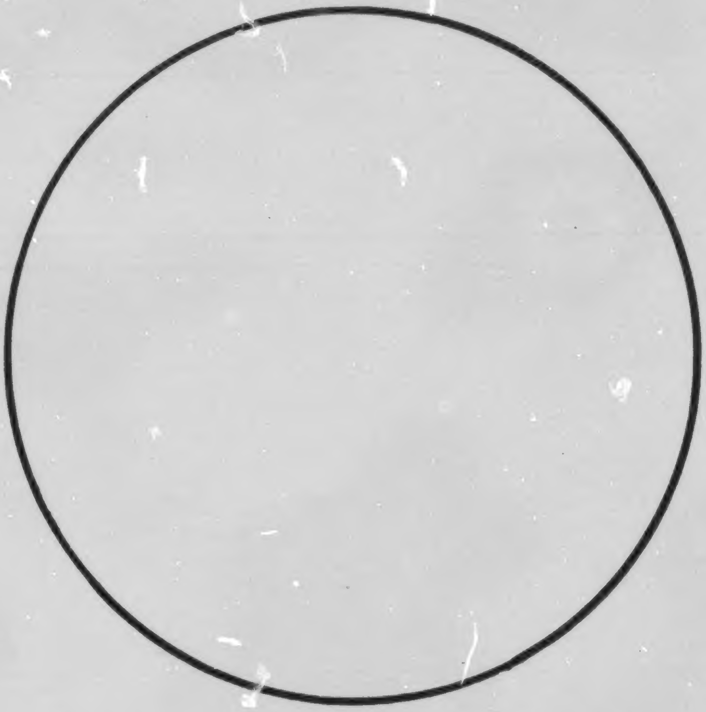
MY "WISHFUL" ACTIVITIES

TIME	ACTIVITIES I'D LIKE TO DO
A.M.	
5:00 - 6:00	
6:00 - 7:00	
7:00 - 8:00	
8:00 - 9:00	
9:00 -10:00	
10:00 -11:00	
11:00 -12:00	
P.M.	
12:00 - 1:00	
1:00 - 2:00	
2:00 - 3:00	
3:00 - 4:00	
4:00 - 5:00	
5:00 - 6:00	
6:00 - 7:00	
7:00 - 8:00	
8:00 - 9:00	
9:00 -10:00	
10:00 -11:00	
11:00 -12:00	
A.M.	
12:00 - 1:00	
1:00 - 2:00	
2:00 - 3:00	
3:00 - 4:00	
4:00 - 5:00	

GRAPHS
FRACT.

PIE OF LIFE

GRAPH MODEL



SUPPLEMENTARY RESOURCES

TEACHER

Kaplan, Sandra et al. Change For Children. Pacific Palisades, Calif.: Goodyear Publications, 1973, pp. 57-59 (BICEP 3037).

Simon, Sidney. Values Clarification. New York, N.Y.: Hart Publishing Co., 1972, pp. 228-231 (BICEP 2527).

STUDENTS

Price, Shirley and Price, Merle. The Primary Math Lab, An Active Learning Approach. Santa Monica, Calif.: Goodyear Publishing Company, Inc., 1978, "Time Worksheets", pp. 143-145 (suitable for primary level) (BICEP 3108).

FOLLOW-UP ACTIVITIES

Upon completion of this activity students can be encouraged to consider how they can have control over their own lives. They can begin to consider how effectively they use their time. Weekly activity diaries or charts can help them record their own growth and help them to consider achievement of personal goals. Teacher could help students in this developmental process by having them consider the following questions:

What was the high point of the week for you?

What was one thing you learned about yourself this week?

How could this week have been better for you?

Did you accomplish all you set out to do this week?

TEACHER'S NOTES

104

GRAPHS
FRACT.

FANCY FLOW CHARTS

DECISION MAKING

MATERIALS/RESOURCES

Flow Chart Symbols
Paper on Chart Board
Pencils
Specific Materials Needed For Demonstrations
"Fancy Flow Charts" Diagram
"Fancy Flow Charts" Project Y.O.Y.O.

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individuals

TIME: Three to Four
Class Periods

INSTRUCTIONAL OBJECTIVE

Students will develop flow charts using organizational skills and check their flow charts by having another student follow the initial directions.

PROCEDURES

1. Discuss the tasks of a computer programmer. This could be done following a visit to a computer company or after having a programmer make a classroom visit.
    - A computer programmer needs to know many different computer "languages".
    - A computer programmer needs to be able to think logically.
    - A computer programmer needs to know how computers operate.
    - A computer programmer needs to know many aspects of business and accounting.

2. Explain to the class that the first task a programmer does is design charts that show in an orderly way what they want the computer to do. These charts are called flow charts.

3. Stress that flow charts help people organize their thoughts and help them to communicate more clearly.

4. Ask the students to decide on a specific task that they do often such as tieing a shoe, going to lunch, playing a record, sharpening a pencil, multiplying two digit numbers or preparing popcorn.

5. Have the students select one task for the group and write on the board in sequential order the steps necessary to complete this task.

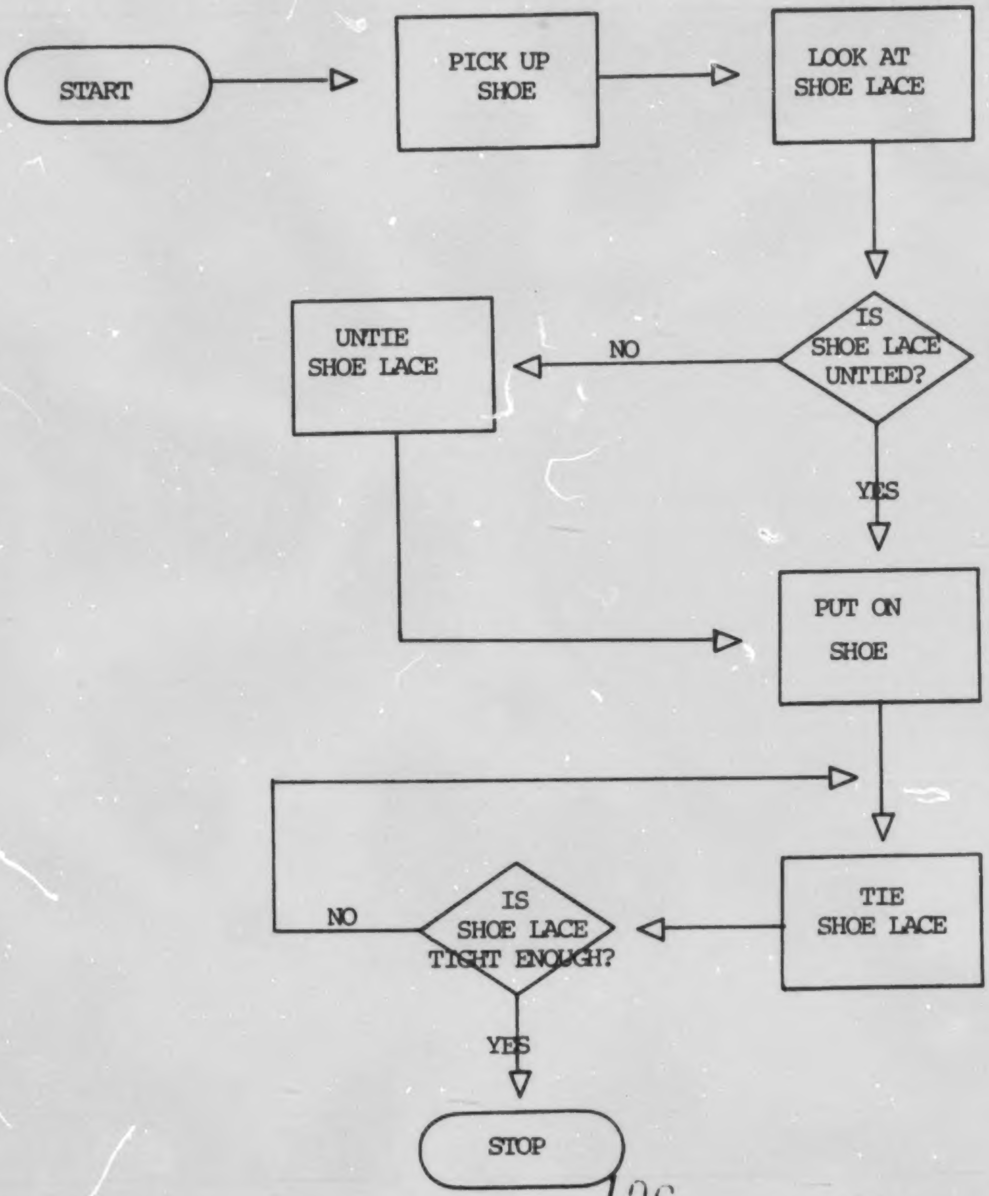
GRAPHS
FRACT.

PROCEDURES Continued

An example would be putting on a shoe.

1. Pick up shoe.
2. Look at shoe lace.
3. Is shoe lace untied?
4. If yes, put shoe on.
5. If no, untie shoe lace.
6. Tie shoe lace.
7. Is it tight enough?
8. If yes, stop.
9. If no, go back to step 6.

This procedure or flow chart is diagrammed below:


START
PICK UP SHOE
LOOK AT SHOE LACE
IS SHOE LACE UNTIED?
NO
UNTIE SHOE LACE
YES
PUT ON SHOE
TIE SHOE LACE
IS SHOE LACE TIGHT ENOUGH?
NO
YES
STOP

GRAPHS FRACT.

PROCEDURES Continued

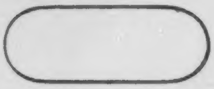
6. Create a flow chart so all students can see it on a chart, an overhead projector or on the chalkboard.

7. Have students do the same individually for the specific task they choose. Make sure they write the steps first and then draw their flow charts.

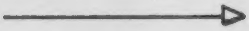
8. When finished, the students can select another student to follow their set of instructions (flow chart).

9. Make sure that students know the correct symbols to design a flow chart. Utilize "Fancy Flow Chart" Diagram for this purpose. Study "Fancy Flow Chart" Project Y.O.Y.O. (You're On Your Own) as another example of a flow chart for related math activities.

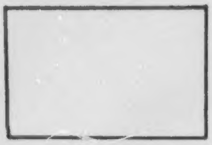
The Flow Chart Symbols for Teacher and Student Information



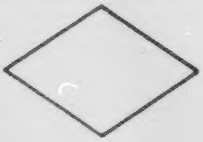
an oval is used for start or stop



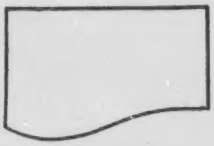
an arrow shows direction of flow



a rectangle is used to tell the person following the chart what to do



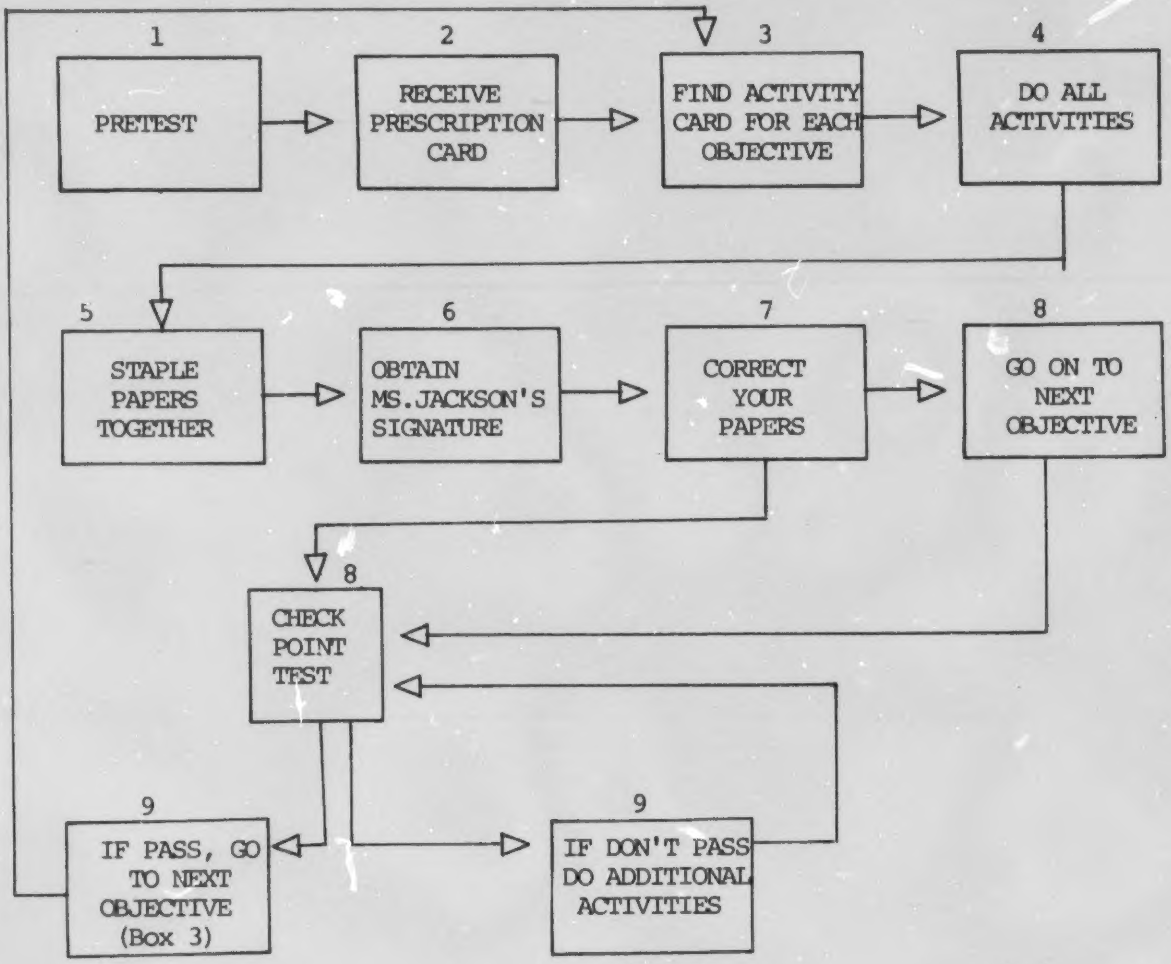
a diamond is used when there is a decision to be made



this symbol is used when something is to be written or printed

STUDENT ACTIVITY SHEET

FANCY FLOW CHARTS PROJECT Y.O.Y.O.

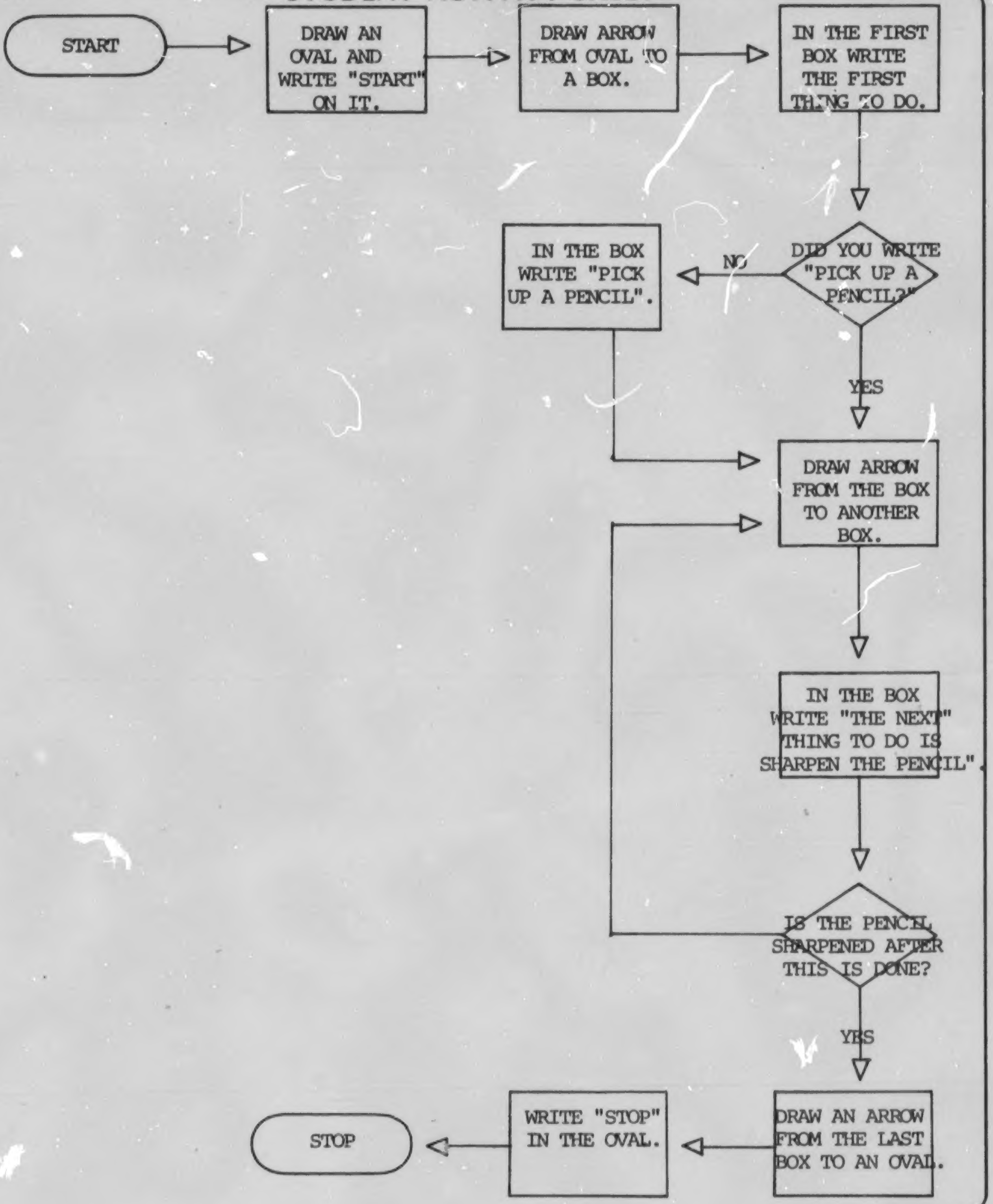

1
PRETEST
2
RECEIVE PRESCRIPTION CARD
3
FIND ACTIVITY CARD FOR EACH OBJECTIVE
4
DO ALL ACTIVITIES
5
STAPLE PAPERS TOGETHER
6
OBTAIN MS.JACKSON'S SIGNATURE
7
CORRECT YOUR PAPERS
8
GO ON TO NEXT OBJECTIVE
8
CHECK POINT TEST
9
IF PASS, GO TO NEXT OBJECTIVE (Box 3)
9
IF DON'T PASS DO ADDITIONAL ACTIVITIES

Project Y.O.Y.O. (You're On Your Own) is a self-directed math procedure utilized by students and teacher in an intermediate departmentalized classroom.

Each segment of the math program is preceded by objectives and students are required to move from one section to another, self pacing their efforts and testing their own knowledge at the completion of an objective.

A large demonstration bulletin board is in the classroom so that students know the sequence of activities they must follow.

STUDENT ACTIVITY SHEET


START
DRAW AN OVAL AND WRITE "START" ON IT.
DRAW ARROW FROM OVAL TO A BOX.
IN THE FIRST BOX WRITE THE FIRST THING TO DO.
DID YOU WRITE "PICK UP A PENCIL?"
NO
IN THE BOX WRITE "PICK UP A PENCIL".
YES
DRAW ARROW FROM THE BOX TO ANOTHER BOX.
IN THE BOX WRITE "THE NEXT" THING TO DO IS SHARPEN THE PENCIL".
IS THE PENCIL SHARPENED AFTER THIS IS DONE?
YES
DRAW AN ARROW FROM THE LAST BOX TO AN OVAL.
WRITE "STOP" IN THE OVAL.
STOP

GRAPHS
FRACT.

SUPPLEMENTARY RESOURCES

TEACHER

"The New White Collar Workers". Curriculum Innovations, Inc., Career World 2, Vol. 7, No. 4, Dec., 1978 (BICEP).

STUDENT

Treuenfels, Peter. Looking Forward To A Career, Computers.Minneapolis, Minn., Dillon Press., Inc., 1970 (BICEP 9097).

FOLLOW-UP ACTIVITIES

Choose a specific task of a specific career and draw a flow chart for it.

TEACHER'S NOTES

ECONOMIC CHANGES IN THE WORK WORLD

ECONOMIC AWARENESS

MATERIALS/RESOURCES

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Partners

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Students will understand that one's work role is influenced by social and economic factors.

PROCEDURES

FIRST CLASS PERIOD

1. Begin activity by discussing with students the concept that one's work role changes according to influences around the person. Examples of this concept might include the following:
    - A severe snow storm will cripple traffic and therefore department stores will have reduced sales because people will not want to travel on the road. This will affect the number of customers waited on and the amount of money made.
    - A serious shortage of some kind will affect one's work role because if the goods can't be obtained, they can't be sold. An example would be the shortage in gasoline thereby causing garages and service stations to close down.
    - A serious scare relating to certain kinds of foods will affect sales and therefore the manufacturer will have to make changes in the food item or else lose money.
2. Ask students to think about situations in their school environment which would cause one's work role to be changed.
    - Students might think about a serious epidemic where many teachers were ill and therefore substitutes would have to be hired to take their place.
    - If an energy crisis came about, schools might have to be closed earlier and therefore custodians would have their work hours curtailed.

GRAPHS
FRACT.

PROCEDURES Continued

- If school bus driver went on strike, students would have to get rides to school and therefore their parents work roles would be altered. Parents would have to drive and thus add another responsibility to their day's work.
- If certain school populations increased dramatically, there would have to be considerations for enlarging the facility. This would require added hours on the part of the administrators in planning new facility uses.
- If a drastic change in price for school lunches occurred, students might decide to bring their own lunches from home instead of buying from the cafeteria. This would affect the number of lunches prepared by the cafeteria workers, the secretary who would have less of a count to prepare for the kitchen staff.

SECOND CLASS PERIOD

3. Review situations discussed on previous day and encourage other situations to be shared with the group.

4. Prepare students to research the concept with people in the community, their parents, and school officials by discussing the types of questions to be asked in order to find out how the work world adapts to changes which affect one's economic status.

5. List on the chalkboard the types of people to be interviewed concerning this concept. People to be considered should include the following:
   - People with seasonal jobs
   - People who sell items that fluctuate with changes in the economy

     Real Estate Workers
     Stock Market Brokers
     Mortgage Officers
     Automobile Dealers
     Furriers
     Appliance Dealers
   - People who work for large companies
   - People who are self-employed

6. List on the chalkboard the types of questions that would be asked in order to help one understand the types of work changes that occur due to changes in economics.
   - What do you do for work?
   - What types of changes occur in your job from month to month?
   - How do these changes affect your salary or income?
   - Do these changes make your work easier or more difficult? Please explain.

7. Arrange for students to role play the questions in class with partners so that they are sure of what types of information they want to obtain from the persons interviewed as well as for the purposes of easing nervous mannerisms that sometimes occur in an interview situation.

GRAPHS
FRACT.

PROCEDURES Continued

THIRD CLASS PERIOD

8. Have students work in partners to complete the sample interview form which is designed below. Note that this interview form is only meant as a guide and that additional questions can be asked by students based on their sophistication and ability to deal with the objective content.

Interviewers: Date:

Person Interviewed: Career/Position:

1. Please share with us the kind of work that you do in the community.

2. What types of changes occur in your job from month to month?

3. How do these changes affect your salary or income?

4. Do these changes make your work easier or more difficult? Please explain.

9. Make sure that the students understand that if questions present embarrassment to the people interviewed, that they should not pursue the question any longer. Interviews should be prefaced by an explanation that they are studying the effects on the economy on people's jobs rather than trying to obtain personal information from the people interviewed.

10. Culminate activity by sharing interview responses with entire class.

SUPPLEMENTARY RESOURCES

TEACHER AND STUDENTS

Economics Action Pack. McDonald's Corporation, 1976 (BICEP 3278).

Farnette, Cherrie et al. Cents-Abilities. Nashville, Tenn., Incentive Publications, Inc., 1979 (BICEP 3136).

FOLLOW-UP ACTIVITIES

Students might wish to make a list of changes in work situations which cause a person to have more leisure time. These situations might include the discovery of new machines or technological advances that cause the work to be done more rapidly and more efficiently, thereby causing less person hours to be spent on the job. They might also include a person deciding to work for a company or corporation rather than be self-employed, thereby having more time for leisure since all the responsibilities of the work do not fall on the employee's shoulders.

TEACHER'S NOTES

Time

WORK TIMES

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

"Work Times" Clock Face

Spinners

Oaktag for Making Clock Faces

Magic Markers

Scissors

DETAILS

LEVEL: Primary

TYPE: Entire Class
Individuals

TIME: Four Class Periods

INSTRUCTIONAL OBJECTIVE

Students will be able to record the time of people's jobs on the clock face and indicate whether the jobs require unusual working hours in relation to their own school and work day.

PROCEDURES

FIRST CLASS PERIOD

1. Begin activity by discussing the necessity of knowing the correct time in order to do a job. The discussion might consist of situations that the students can share with their teacher and classmates of the necessity of time for the following tasks:
    - Time to take a cake out of the oven
    - Time to take medicine
    - Time to get up in the morning
    - Time to leave home in order to get to school (by foot or by bus) on time
    - Time for a train or plane to depart
    - Time set aside for an appointment with someone
    - Time to change shifts (such as in a hospital or plant..day shift, night shift)
    - Time to change seasonal decorations in stores
    - Time to be paid "overtime"
    - Time clock
    - Time to open and close a store or business
    - Time to talk on the telephone without exceeding three minute period (when calling long distance on a pay telephone)

TIME

PROCEDURES Continued

2. Allow additional responses as long as they relate to a time that can be shown or represented on a clock face.

3. Ask students to discuss with their parents how time plays a role in their work life and have them bring additional examples to class on the following day.

SECOND CLASS PERIOD

Prior to this period, make a clock face or use the one provided in the Student Activity Sheets of this Curriculum Model. Make sure that it has a flexible spinner and is large enough for all the students to see as a demonstration model.

4. Place clock face model in a prominent place in the classroom. Keep it as close to the classroom clock as possible so that students can refer to the hand made one or to the real clock.

5. Review reading the face of the clock. Count by fives so that students can orally say the correct time. Write on the chalkboard certain selected times as this review period takes place. Make sure that students can write the time as well as say it. Examples might include:

   Ten minutes of ten = 9:50

   Half past four = 4:30

   Quarter of eleven =10:45

   Also review whether the time indicated is in the morning (A.M.) or in the afternoon and evening (P.M.).

6. Give individual instruction to those students who find this type of interpretation more difficult or place them in a partnership situation where there is a more able student so that he/she can guide the learning of the student who is having difficulty.

THIRD CLASS PERIOD

7. Orally (and also placed on butcher paper if deemed necessary for visual clues) ask students to consider how they will place certain time situations on a clock face. Give one oral example and use clock model: What time do you usually get up in the morning? Students will orally tell this fact and the teacher will move spinner as the answers are given. After the teacher has done several, students should be encouraged to come to the front of the room and move the spinner by themselves.

8. Distribute individual clock faces with moveable spinners to all students in the class.

9. Instruct students to manipulate their own clock faces based on the following questions:

   - What time do you have to be in school?
   - What time do you leave class to go to lunch?
   - What time do most stores close on weekdays?
   - What time do you have to go to bed?
     Note: if times are different allow for that difference as long as the student can accurately read and place that time on the clock face.

10. Circulate around the classroom making sure that there are no errors in placement. If some occur, take time out to share with the rest of the group thereby enforcing the time concept.

11. Change type of question to include:

    - A cake is put in the oven at 10:00 A.M. and it must bake for 35 minutes. Move your clock hands to indicate when it should come out.
    - The doctor recommends that you take a pill every three hours. The second pill was taken at 2:30 P.M. Move your clock hands to indicate when you should take the next pill.
    - A pharmacist needs to shake a solution for making a perscription for two minutes. He/she begins at 2:02 P.M. Move the clock hands as close as you can to be sure that you do not over mix the solution. Note to teacher: in this instance, teachers may wish to use the classroom clock to have students see the minute hands moving or else a watch with a second hand.
    - A pilot has a flight that leaves at 9:35 A.M. He/she leaves his/her apartment early enough to get to the airport and check in. He/she lives about fifteen minutes from the airport. What time should he/she leave? This question/situation will be open to interpretation since students will have to consider type of transportation from apartment to airport, traffic, speed of the person, and other necessary chores to be done before boarding the plane.

12. Include any additional situations that seem within the grasp and understanding of the students.

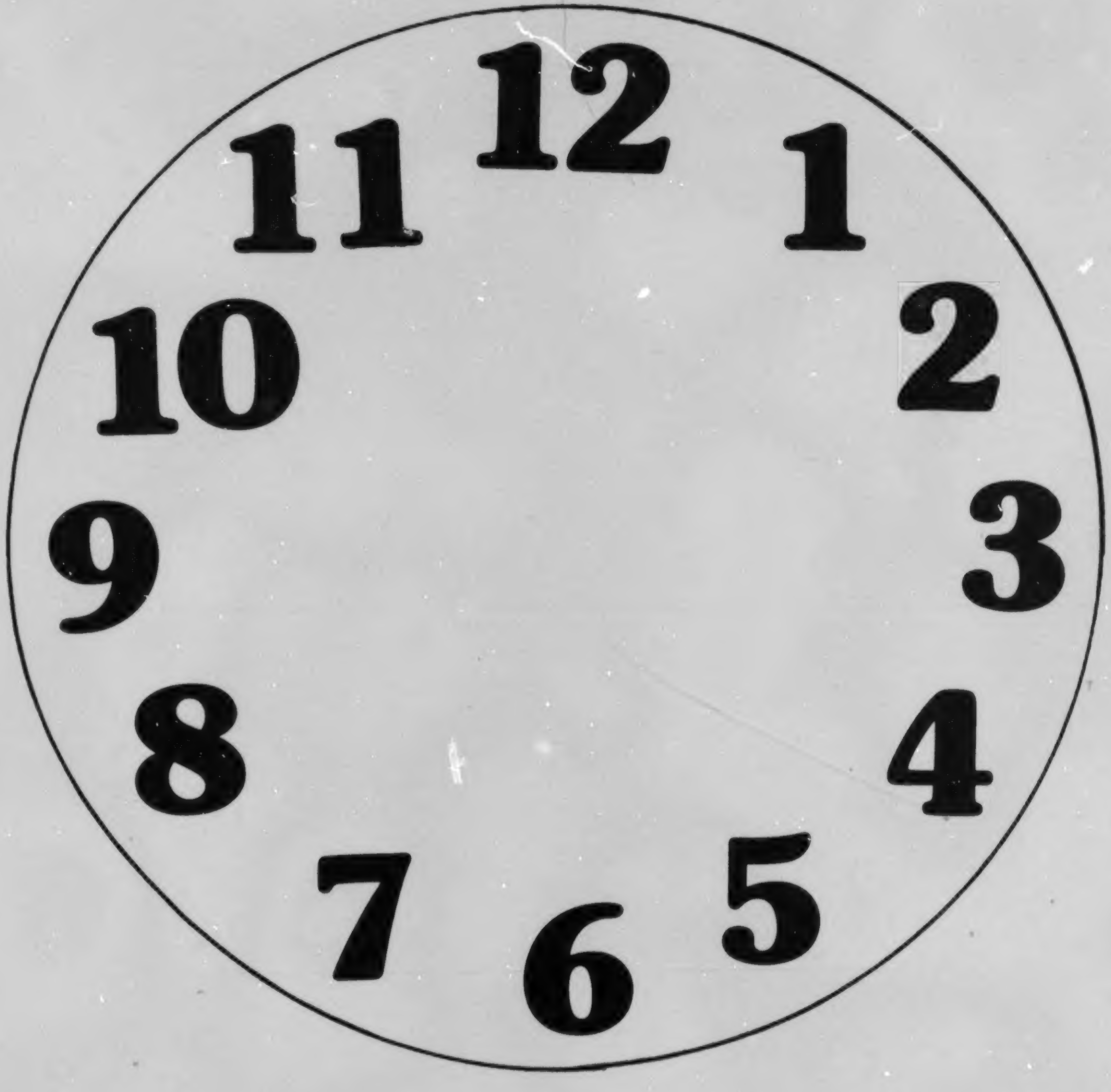
FOURTH CLASS PERIOD (optional)

13. Culminate activity by asking students to make up their own time word problem or situation.

14. Have these students use the model clock in the front of the classroom while others use desk models and then record the accurate time on the model clock.

STUDENT ACTIVITY SHEET

WORK TIMES


12
1
2
3
4
5
6
7
8
9
10
11

TIME

119

SUPPLEMENTARY RESOURCES

TEACHER

Forte, Imogene et al. More Center Stuff for Nooks, Crannies and Corners. Nashville, Tenn., Incentive Publications, Inc., 1976 (BICEP 3041).

Price, Shirley and Merle. The Primary Math Lab, An Active Learning Approach. Santa Monica, CA., Goodyear Publishing Co., Inc., 1978 "Time" pp. 42-45 (BICEP 3108).

FOLLOW-UP ACTIVITIES

Students can interview their parents, neighbors and friends and record on clock faces times that affect their work and leisure time activities. Practice in recording these times in relation to the world of work will enhance their own capacity to use the clock with proficiency. It will also help students to realize how important it is to be punctual in work tasks.

TEACHER'S NOTES

TIME FLIES

ATTITUDES TOWARD DIGNITY OF WORK

MATERIALS/RESOURCES

Material to cover the face of the clock
Paper
Pencils
Old clocks
"Time Flies" Worksheet

DETAILS

LEVEL: Primary

TYPE: Entire Class

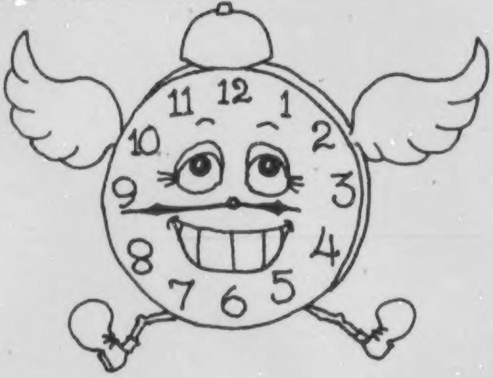
TIME: One Entire Day

INSTRUCTIONAL OBJECTIVE

After a discussion of the importance of time as related to various work roles, the students will participate in a "no clock day".

PROCEDURES

1. Discuss the importance of time as related to various work roles.
   * Lawyer being in court on time
   * Dentists' and Doctors' Appointments
   * Nurse taking pulse
   * Punching time clock
   * Baker timing cakes/bread
   * Airline pilot estimating time of arrival
   * Time for coffee break, or recess in school
   * Transportation schedules



2. Have students turn in all watches. Teacher will cover the classroom clock. The teacher may use the clock to get to lunch on time. Ask students to keep tallies of number of times they looked either at the classroom clock or at their wrists for the time.
3. Have class comment at the end of the day on their feelings about how it felt to work a day not knowing the time.
   * How many watched the clock during the day? How many times?
   * Did students miss anything?
   * Were students able to work better when they forgot about the time?

TIME

PROCEDURES Continued

4. Have students write "My Favorite Time is ________________", and share with the class. (See Sample Sheet "My Favorite Time is ______________".)

5. Set up a center, using old clocks, to allow students to dismantle and see what makes "time fly".

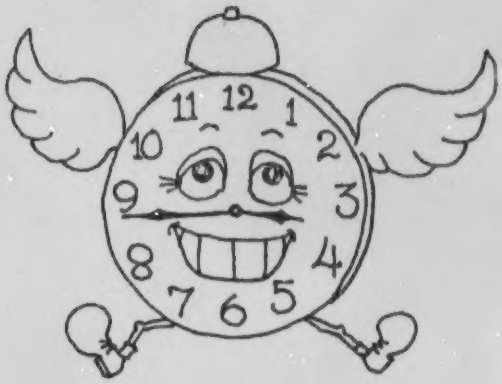
VARIATIONS

Teacher and students may wish to discuss phrases using the word "time". This enhances reading comprehension. A bulletin board illustrating the students' perceptions and then the real meanings of these phrases would be a worthwhile activity. Examples of such phrases are listed below:

- A stitch in time saves nine.
- Time and tide wait for no "one".
- There's no time like the present.
- High time
- Hard times
- Time is money.
- Time of your life
- There's a first time for everything.
- Old timer
- Time piece
- Punch a time clock
- Ragtime
- Time on your hands
- Times Square
- Father Time
- Overtime
- Once upon a time
- Behind the times
- Time out
- In no time at all

STUDENT ACTIVITY SHEET

TIME FLIES


12
1
2
3
4
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6
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10
11

My favorite time is ____

____

____

____

____

____

____

____

____

TIME

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SUPPLEMENTARY RESOURCES

TEACHER

Activity Idea Bank. Developed by Pima County Developmental Career Guidance Project, Arizona Dept. of Education, 1978, "Time and Temperature" (BICEP 3043).

TEACHER AND STUDENTS

Farnette, Cherrie et al. At Least A Thousand Things To Do. Nashville, Tenn.: Incentive Publications, Inc., 1977, "Time Span", p. 103 (BICEP 3046).

Forte, Imogene and Pangle. Mini-Center Stuff, "Time of Your Life". Nashville, Tenn.: Incentive Publications, Inc., 1976, pp. 112-113 (BICEP 3039).

FOLLOW-UP ACTIVITIES

Visit a clock factory.

Make a sun dial to use in the classroom.

Set up a travel center using bus/airline time tables and have students plan itinerary from one part of the country to another.

TEACHER'S NOTES

TIME

TIME ON MY HANDS

MATERIALS/RESOURCES

"Time On My Hands" Blank Time Schedule
"Time On My Hands" Face Place Beauty Nook
"Time On My Hands" Face Place Appointment Book

Overhead Projector and Transparencies (Optional)

DETAILS

LEVEL: Intermediate

TYPE: Small Groups
Individual

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Students will demonstrate the necessity of scheduling their own time effectively by translating that same concern into a job setting.

PROCEDURES

1. Begin activity by discussing the necessity of scheduling one's time. Ideas that could be a part of this discussion might include:
    - Scheduling time allows one to do more things.
    - Scheduling time helps one to keep appointments.
    - Scheduling time makes a person feel more organized.
    - Scheduling time for work allows one more time for leisure.
2. Distribute the hairdresser time schedule and worksheet(attached) to each student. With the class, using an overhead transparency of a blank schedule, fill in the first few appointments on the hairdresser's schedule. There will be "free time" spaces on the schedule. Students can independently schedule a "break" for each day or time as well as for "walk in" or last minute appointments.
3. Give the students time to complete the exercise on their own. They can work independently or in pairs depending on the abilities of the group and their ease at doing this type of activity.
4. Have the students share their responses for the last ten minutes of the lesson. Using the teacher answer sheet, an overhead transparency could be made so students could visually, as well as orally, check their schedules.
5. Discuss the necessity once again of scheduling time, particularly in relation to the work of a hairdresser.

VARIATIONS

1. As a challenge activity, some students might wish to design a schedule for someone who has to have precise time allocations. A pilot might be considered but flights from one time zone to the other would need to be addressed only by students who had proficiency in time zones. An executive secretary's log book with "fictitious" appointments might also be designed by a small group of students.

2. Distribute sample children's schedules. Have the children choose their favorite school day. They may choose gym or music or a favorite subject on that day. Have them fill in the schedule for that day only.

3. Have the students plan a day in the future, perhaps going along with the regular class routine. However, they could substitute an activity they would prefer in that time slot, such as:

   A spelling bee for a usual spelling class

   A math game for a usual math class.

   It might be fun to pick up some of these suggestions and surprise the children with "their" activities on that day.

4. Have the children choose their favorite week-end day and schedule the events for that one day. This could be made into "my perfect day". Children could take schedules home to parents and perhaps some of the events could come true.

5. Have the children plan the next week-end day. Have them take their schedules home and check those "appointments" they were able to keep.

6. A short morning or afternoon activity following the planned week-end could be set aside for discussion of:

   Accuracy of their schedules

   Parents' considerations of their schedules

   The role time plays in their lives

   Why scheduling is important in their lives and for various occupations.

   The teacher may want to discuss occupations where time is very important.

STUDENT ACTIVITY SHEET

TIME ON MY HANDS

BLANK TIME SCHEDULE

TIME	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 Noon							
1:00							
2:00							
3:00							
4:00							
5:00							

I chose (name the day selected) because:

____

____

MY TIME SCHEDULE

NAME ____________________

AGE ____________________

I chose (Sat. or Sunday) because: ______

____

____

TIME

DEVELOPED BY PROJECT BICEP, BARNSTABLE PUBLIC SCHOOLS

STUDENT ACTIVITY SHEET

TIME ON MY HANDS

FACE PLACE BEAUTY NOOK

1. Carl Carson calls to ask for a hair cut on Wednesday morning after 9 A.M. His telephone number is 784-6103.

2. Mrs. Fiori phones to request a manicure on Thursday afternoon. She needs to be finished by 3 P.M. Her phone number is 782-1342.

3. Mr. MacIntire calls to ask for a trim. He wants it on Monday or Tuesday at 10 A.M. His phone is 673-1450.

4. Sara Brown calls to have her hair washed. No set - she likes the natural look. Schedule her on Saturday morning at 9 A.M.

5. Lolita Caldwell calls to ask for an appointment to have little Lida's hair cut. Any afternoon is fine, after 3:30 P.M. The phone number is 682-1935.

6. Mrs. Smith needs an appointment to have her wig washed and set. She likes to come in and have the wig set while it's on her head. Monday afternoon after 3 P.M. Phone: 352-3321.

7. Maria Gonzales needs her hair washed and set again next Thursday at 2 P.M. Her phone is 351-3131.

8. Charlotte Chang wants an appointment on Monday afternoon to have her tint job retouched. Phone is 332-7301.

9. Frank Dove wants to have his hair styled on Tuesday. Schedule him after 8 A.M. but before 11 A.M. Phone is 332-6184.

10. Gertrude Jones needs a wash and set on Saturday, any time. Phone is 354-1682.

TIME

STUDENT ACTIVITY SHEET

TIME ON MY HANDS

FACE PLACE APPOINTMENT BOOK

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00						
10:00						
11:00						
12:00						
1:00						
2:00						
3:00						
4:00						

SUPPLEMENTARY RESOURCES

TEACHER

Career Awareness Exploration Curriculum Kit. Portland, Ore.: Continuing Education Publications, Levels 4-8, Program 3, Act. Nos. 3.2.1.1, 3.2.1.2, 3.2.1.3 (BICEP 1086).

Career Education Resource Card File, Hair Dresser. Niles, Ill.: Developmental Learning Materials, 1976 (BICEP 4068).

TEACHER AND STUDENTS

Adams, Anne et al. Reading For Survival In Today's Society, Volume One, Modules 1-18. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1978, "Schedules, Module 3", pp. 24-35 (BICEP 3064).

Turner, Richard H. Holding A Job. Chicago, Ill.: Follett Publishing Company, 1974 (BICEP 9176).

FOLLOW-UP ACTIVITIES

A visit to a beauty shop or an airport control tower would enhance the appreciation of listening and recording information accurately.

Many employers are concerned with and demand punctuality from their employees. A class discussion on this topic might also include ideas about absenteeism and its effect on different occupations.

TEACHER'S NOTES

TIME

130

Estimation

THE PRICE IS RIGHT

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

Variety of Empty Grocery Items (cans, boxes, plastic bottles etc.)

Strips of Paper or 3 X 5 Index Cards

Pencils

Paper

DETAILS

LEVEL: Intermediate

TYPE: Small Groups

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

In small groups students will estimate and compute the current prices of given items.

PROCEDURES

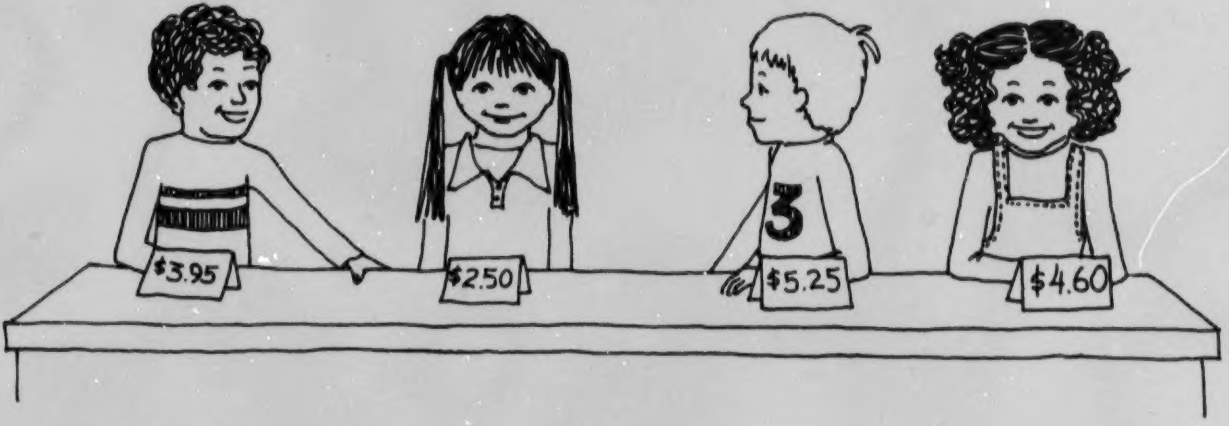
1. Bring into class a variety of empty boxes, plastic bottles, cans (cut off the bottom instead of the top), containers, etc. from the grocery store. Remember to keep the price on the item. Students can help gather a wide variety of grocery materials and items.
2. Divide the students into teams of four to five. One student (or the teacher) is to be the master/mistress of ceremonies and the others the contestants.
3. The person in charge holds up the item for all the contestants to see. S/he then describes the article giving weight, ingredients and any "jingles" or slogans associated with the product.
4. Instruct the contestants to silently estimate the cost of the item without going over the actual cost.
5. Write the estimates on paper or use the 3 X 5 cards which are excellent for this step in the procedures.
6. Show the answers after all the contestants have written their estimates.
7. Announce the actual cost (to be done by the master/mistress of ceremonies) The student with the closest estimate (without going over the actual cost) is the winner.

ESTIM.

PROCEDURES Continued

8. To determine the winner, the students may have to subtract their estimates from the actual cost or subtract the cost from their estimates.

9. Have students keep track of the actual number of wins. The first contestant with a certain number of wins (perhaps three) can then have the privilege of being the new master/mistress of ceremonies.



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SUPPLEMENTARY RESOURCES

TEACHER

Kaplan, Sandra N. The Big Book of Collections: Math Games and Activities. Pacific Palisades, California: Goodyear Publishing Co., Inc., 1975 (BICEP 3138).

Every Number Counts, Levels I and II. Nashville, Tenn., Incentive Publications, 1977 (BICEP 3171 and 3172).

FOLLOW-UP ACTIVITIES

This activity can lead into a lesson on positive and negative number such as the following example indicates:

Actual Cost	$.39	Estimate	$.44
Estimate	$.32	Actual Cost	$.39
	$.07		$.05
	Under Cost		Over Cost

Students can also keep a running total of all described items. The "MC" can use a calculator to keep an accurate total. After a certain number of items are priced (four to five) the total could be announced and a point could be given to teach student with the correct total.

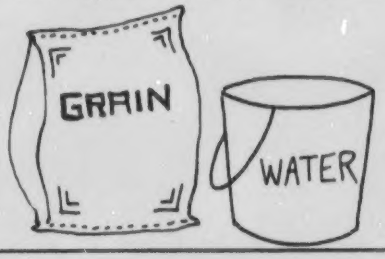
Have a retailer visit the class. Understanding how items are priced would add to the children's learning experience.

TEACHER'S NOTES

PRICE A PET

MATERIALS/RESOURCES

Prepared list of the cost of keeping a horse



DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Having computed the cost of keeping a horse for a year, the students will estimate the cost of owning the horse or another pet for a year.

PROCEDURES

1. Have students calculate the following items necessary to keep a horse for one year:
    * Hay - 15 pounds per day at $115 per ton
    * Grain - 50 pounds per week at $11.00 per 100 lbs.
    * Salt - 5 blocks at 95¢ each (per year)
    * Treatment for Worms - two times per year at $7.00 per treatment
    * Shoeing - 4 times per year at $30 per time
    * Bedding - 3 bags of shavings per week at $2.00 per bag
2. Have students list and compute the price of owning a pet for one year. (If some students do not own a pet, they can interview a neighbor or friend.)
3. Include medicine and veterinarian fees, licenses and tag costs in your list.

VARIATIONS

If students (either collectively or individually) have greater knowledge and access to information about animals other than a horse, this activity can be adapted as long as the computing of costs for the care, upkeep and health of the animal is not altered.

ESTIM.

SUPPLEMENTARY RESOURCES

TEACHER

Educational Reading Services, My Father's A Veterinarian, (Filmstrip and Cassette). Mahwah, N.J., 1974 (BICEP 4023k).

Educational Reading Services, Working With Animals, (Filmstrip and Cassette). Mahwah, N.J., 1975 (BICEP 4022).

STUDENTS

Gillum, Helen L. Looking Forward to a Career, Veterinary Medicine. Minneapolis, Minn.: Dillon Press, 1976 (BICEP 9110).

Van Tuyl, Barbara. Select, Buy, Train, Care for Your Own Horse. New York: Grosset & Dunlap, 1969 (Hyannis East).

"Zeroing In, Veterinarians". Highwood, Ill., Curriculum Innovations, Inc., Career World I, Vol. 5, No. 3, Nov. 1976 (BICEP).

FOLLOW-UP ACTIVITIES

Students at the elementary level always seem to have an intense interest in animals. A visit to a stable or riding academy can provide the knowledge necessary for computing costs for a horse's care.

TEACHER'S NOTES

ESTIM.

136

JOBS OF HOMEMAKERS

MATERIALS/RESOURCES

"Jobs of Homemakers" Task Card
"Jobs of Homemakers" Duties Worksheet

DETAILS

LEVEL: Intermediate

TYPE: Small Group

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

As a result of this activity students will be able to identify the jobs performed by homemakers and the approximate cost of duplicating these services.

PROCEDURES

1. Initiate a discussion about the jobs of homemakers. Suggest that homemakers don't always get hourly wages for the many services they perform: e.g.

   Child care worker
   Laundry operator
   Arbitrator of disputes
   Grocery shopper
   House cleaner
   Leisure time leader
   Short order cook
   Seamstress
   Interior decorator

2. Suggest that we should try to estimate the costs for having these jobs performed.
3. Divide the class into small groups and give each group a "Jobs of Homemakers" Task Card and Worksheet.
4. Circulate among students as they work and help them to identify duties that are performed at their homes. It may be useful to ask them what things their mothers and/or fathers do around their homes rather than use the term "homemaker." Allow students about thirty minutes to work in their groups.
5. Ask each group when they have finished their assignment to report to the class the duties that they identified and the costs they estimated. Class discussion could focus on duties that groups had in common and those that were different. From the various group reports list on the board a job description and salary for a homemaker.
6. Culminate by discussing different occupations that involve duties that homemakers perform; e.g., cook, laundry operator, child care worker, etc.

ESTIM.

STUDENT ACTIVITY SHEET

JOBS OF HOMEMAKERS

DUTIES OF HOMEMAKERS

- TASK CARD -

To complete this activity, your group must do all of the following tasks:

1. List duties that homemakers perform. ✓
2. Decide how many hours each week a homemaker usually spends on each duty.
3. Using the rate of $5.00 per hour, compute the weekly cost for each of these duties.
4. Total the cost for all duties to determine the weekly cost for homemaker duties.

STUDENT ACTIVITY SHEET

JOBS OF HOMEMAKERS

DUTIES OF HOMEMAKERS

- WORKSHEET -

HOMEMAKER DUTIES	ESTIMATED HOURS EACH WEEK	WEEKLY COST

TOTAL WEEKLY COST

ESTIM.

DEVELOPED BY PROJECT BICEP, BARNSTABLE PUBLIC SCHOOLS

SUPPLEMENTARY RESOURCES

TEACHER

"New Horizons For Women." New Rochelle, N.Y.: Pathescope Educational Films, Inc., 1975 (BICEP 4052).

STUDENT

Blaine, Marjory. A Terrible Thing Happened at Our House. New York: Parents' Magazine Press, 1975.

Farnette, Cherrie et al. At Least A Thousand Things To Do. Nashville, Tenn.: Incentive Publications, 1977, "Chore Check," p. 57 (BICEP 3046).

Seed, Suzanna. Saturday's Child, 36 Women Talk About Their Jobs. Chicago, Ill.: Philip O'Hara, 1973.

TEACHER AND STUDENTS

Berman, Michelle and Chevitz, Linda. I Can Make It On My Own, Functional Reading Ideas and Activities For Daily Survival. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1978, "Homebound," pp. 1-36 (BICEP 3136).

FOLLOW-UP ACTIVITIES

It would be a special event in a classroom to have mothers and fathers come in to tell about their jobs as wives and husbands, mothers and fathers.

Another resource students might wish to do with their parents is from Finn, Peter and Lawson, Jane. Career Education Activities for Subject Area Teachers, Grades 1-6. Cambridge, MA., Abt Publications, Inc., 1975, "Home Is Where The Homemaker Is," pp. 49-52 (BICEP 3076).

TEACHER'S NOTES

ESTIM.

PRODUCTS, PERCENTAGES AND PROFITS

MATERIALS/RESOURCES

Paper
Pencils
Catalogs
Telephone Directory

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

Having the opportunity to operate a school business, the students will calculate the price of a product so that a set percentage of profit can be achieved.

PROCEDURES

1. Develop with the class a list of possible products which the class could produce (actual or hypothetical production). Examples:

   Greeting Cards
   Pencil Holders
   Pin Cushions
   Key Rings
   Ice/Snow Scrapers
   Sea Shell Earrings
   Candle Holders
   Ceramic Ash Trays
   Recipe Holders

2. Have the class choose, by voting, one product they want to develop.
3. Have the class determine, through production (task) analysis, and list the quantity of the raw materials and time necessary to produce the product.
4. Have the class determine the actual cost of raw materials through comparative pricing by using catalog, through telephone shopping or field trips to sources of supply.
5. Determine through class estimates the dollar value of time spent.
6. Have the class total the cost of materials and time to determine actual cost of product.
7. Determine through class discussion the percentage of profit to be realized on the product. Have the class apply profit percentage to actual cost to determine selling price of product.

ESTIM.

SUPPLEMENTARY RESOURCES

TEACHER

Career Education Infusion In Mathematics, "Percent Activities Card File". Salt Lake City, Utah: Utah State Board of Education, 1976 (BICEP 3317).

"It's Your Money" Project GROW Activity Cards, Levels 7-9, Act. #13. Florida State Dept. of Education, 1975 (BICEP 3184).

Lawson, Jane and Finn, Peter. Career Education Activities for Subject Area Teachers, Grades 1-6, "Math on The Job", Act. #30, pp. 225-231, 1975 (BICEP 3076).

STUDENT

Good Cents, Every Kid's Guide to Making Money. Sausalito, Calif.: Yolla Bolly Press, 1974 (Centerville).

Yerian, Cameron and Margaret, Editors. Fun Time Activities - Money Making Ideas. Chicago, Ill.: Children's Press, 1974 (Hyannis East).

TEACHER AND STUDENTS

Economics for Young Americans (Kit). Wash., D.C.: Chamber of Commerce of the U. S., 1975 (BICEP 4075).

FOLLOW-UP ACTIVITIES

Consumer education can be enhanced through a discussion about being self-employed as opposed to working for someone else: a company, corporation, or owning/managing a franchise. In which setting is there more opportunity for growth and advancement? In which setting is there more responsibility? In which setting is one most likely to find the greatest personal satisfaction?

TEACHER'S NOTES

ESTIM.

Money Application

WHAT'S FOR SALE?

ECONOMIC AWARENESS

MATERIALS/RESOURCES

Appropriate contributions for a flea market or yard sale

Box for booth

Paper for signs

Poster Paint

Toy Money

DETAILS

LEVEL:	Primary
TYPE:	Entire Class Individual
TIME:	Five Class Periods

INSTRUCTIONAL OBJECTIVE

After studying the economics of yard sales and flea markets, the students will design and construct a "What's For Sale Booth" and conduct a sale.

PROCEDURES

1. Discuss the reasons for holding yard sales or flea markets as an alternative to throwing things away or buying things new. The following are some sample discussion questions.

   Do you have something you once liked but no longer want and use? What is it?

   Why do you no longer want this item? Is it damaged? Are you too old for it? Have you grown tired of it?

   Could it be used by someone else?

   Would anyone else in the class like to have it?

   Do other people have things they no longer want? What do they do with them? Do they sell, trade, store them in the attic or basement, give them away, or discard them?

   Have you ever been to a yard sale or flea market?

2. Have students bring in three-five items from home that they no longer want.

3. Have students price articles they are to sell. A discussion of how to price the articles is necessary. Consideration should be given to the condition of the item. Is it damaged? Has it been used extensively? Are all the parts available? Is it brand new? Consideration should also be given to supply and demand.

MONEY APPL.

PROCEDURES Continued

4. Have students construct a booth.

5. Have students take turns buying and selling articles. It may be necessary to change the prices on articles not selling.

6. Keep booth open for a half day or possibly for a period of time each day for several weeks.

7. Use play money for purchasing.

    - A specific amount can be allotted to each student.

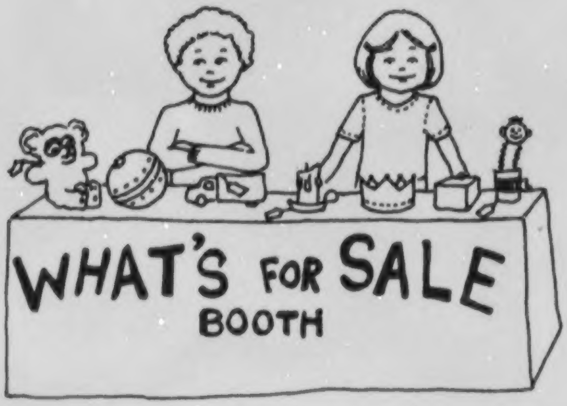
    - Dollars can be used that have previously been earned from completing various tasks:

        . For a job well done

        . For helping others

        . For winning a game

        . Classroom jobs (See Activity "Help Wanted".)



SUPPLEMENTARY RESOURCES

TEACHER

Fioratta, Noel and Phyllis. Be What You Want To Be, The Complete Dress-Up and Pretend Craft Book. New York: Workman Publishing Co., Chapter I/Setting Up Shop. (BICEP 3106).

Schwartz, Alvin. Stores. New York, N.Y.: Macmillan Publishing Co., 1977 (BICEP 9215).

STUDENTS

Caney, Steve. Kids' America. New York, N.Y.: Workman Publishing Co., Inc., 1978, "Going Into Business" and "Garage Sale", pp. 386-400 (BICEP 3059).

Farnette, Cherrie et al. At Least A Thousand Things To Do - "Best Buys". Nashville, Tenn.: Incentive Publications, Inc., 1977, p. 31 (BICEP 3046).

Yerian, Cameron and Margaret, Editors. Fun Time Activities - Money Making Ideas. Chicago, Ill.: Children's Press, 1975 (Hyannis East).

FOLLOW-UP ACTIVITIES

A craft sale, featuring "home-made" items, could be arranged instead of a flea market. A resource person who makes his/her living in creating craft items could speak to the class and/or teach a class through a mini course with this emphasis.

A visit to a local flea market or a department store would add much to the motivation and knowledge gained by students relative to the world of sales. Students at the primary level can gain knowledge of their roles as producers and consumers.

TEACHER'S NOTES

MONEY APPL.

McNUMBERS

ECONOMIC AWARENESS

MATERIALS/RESOURCES

Sample menus from a fast food restaurant
Calculators or Cash Register
Magazines
Pencil
Paper
Play Money

DETAILS

LEVEL: Primary

TYPE: Entire Class
Small Groups

TIME: Field Trip and
Five Class Periods

INSTRUCTIONAL OBJECTIVE

After visiting a fast food restaurant, the students will simulate and operate a "fast-food" service restaurant in the classroom.

PROCEDURES

1. Visit a fast food restaurant to observe the set-up and operation of it. (NOTE TO TEACHER: Get background information from restaurant to help acquaint students with what to expect on the trip.)
2. Discuss set-up of the restaurant, its operation and workers.
3. Have students work in four groups to simulate their own fast food operation. Groups are to decide on and price menu, design logo, napkins, hats and signs. (Students may bring in materials from home to lend authenticity to the restaurant; i.e., aprons, name buttons, utensils, etc.
4. Have students role play waiters, waitresses, cashier, etc.
5. Arrange for other classes or other groups to visit the simulated fast food restaurant.
6. Have customers order three or four items from menus.
7. Have waiters and waitresses take orders and figure out bills using cash registers or calculators. (Students should be taught previously how to use registers or calculators.)
8. Give bills to the customers.
9. Have customers check bills for accuracy.

MONEY APPL.

PROCEDURES Continued

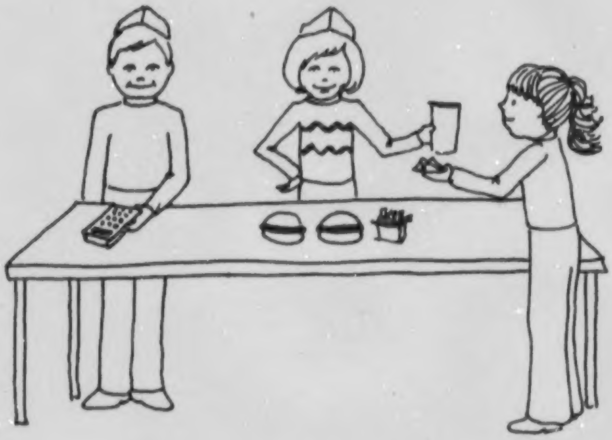
10. Use play money to pay bill and give change.

NOTE: Contact fast food restaurant for willingness to provide materials such as hats, napkins, etc.

VARIATIONS

In simulating and operating "fast food" restaurants in class, students might wish to role play varied occupations involved in restaurant management. Students could take turns being the restaurant manager/owner as he/she negotiates business with related service occupations. Example situations might include:

- Restaurant manager and meat cutter/supplier
- Restaurant manager and produce distributor
- Restaurant manager and florist
- Restaurant manager and uniform supplier
- Restaurant manager and maintenance worker
- Restaurant manager and advertising salesperson



SUPPLEMENTARY RESOURCES

TEACHER

"A Restaurant Unit". Cashmere, Washington, Career Education Language Arts Curriculum Guide, K-5, Career Education Project, 1974, pp. 4-B-1 to 4-B-13 (BICEP 1071).

Fioratta, Noel and Phyllis. Be What You Want To Be, The Complete Dress-Up and Pretend Craft Book. New York: Workman Publishing Co., 1977 (BICEP 3106).

McDonald's Nutrition Action Pack. McDonald's Corporation, 1975 (BICEP 3155).

Restaurant Industry. Coloma, Michigan, Career Development Curriculum Unit, 1975 (BICEP 1108).

STUDENTS

"How The Cookie Crumbles" Project GROW Activity Cards, K-2, #11, State of Florida Dept. of Education, 1975 (BICEP 3094).

FOLLOW-UP ACTIVITIES

This activity could be used for an intermediate lesson with the following changes:

Have waiters/waitresses work without calculators;

Have customers order for a family, thus allowing practice in multiplication.

Intermediate students could find the sum and difference between the highest and lowest estimates on the board.

TEACHER'S NOTES

MENU MADNESS

INTERPERSONAL SKILLS

MATERIALS/RESOURCES

Menus from different types of restaurants

DETAILS

LEVEL: Primary

TYPE: Small Group

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Using a menu, the small groups of students will calculate the cost of a particular meal choosing items from "a la carte".

PROCEDURES

1. Initiate a discussion that there are many types of restaurants to meet the food preferences and price range of people.
2. Ask students to identify different types. Some suggested responses will include the following:
    - Fast food franchises
    - Ethnic specialty restaurants
    - Seafood or steak houses
    - Restaurants specializing in home made foods
    - Gourmet restaurants
    - Supper clubs
3. Continue instruction to note that some restaurants have a fixed menu (meaning that the same foods are prepared and sold every day) while others have specialties of the day. Some restaurants have a fixed price for a full dinner while others have different prices for each part of the meal.
4. At this time divide students into small groups, each group having a different kind of menu to study. Teacher should try to match types of restaurants mentioned in procedure #1 with types of menus distributed.

MONEY APPL.

PROCEDURES Continued

5. Allow students to study menus for about five to seven minutes. Although at the primary level there will be some natural discussion of students' favorite foods etc., there will also be an awareness of new vocabulary words:

    A la carte - With a fixed price for each dish offered

    Appetizer - A portion of food or drink before a meal to stimulate the desire to eat

    Entree - Main course

    NOTE: There will also probably be foreign words on some menus which can be translated as interest and questions arise.

6. Have groups concentrate on prices and give them a specified amount of "money". Each group can be given the same amount or the amount can vary depending on the type of restaurant and menu prices.

7. Have each group choose a full meal. Some choices will be easier than others but the preferred choice should be an appetizer, entree, dessert and beverage. Each individual student in the group can be responsible for one choice thereby allowing everyone to have a say in the decision making process.

8. Have students compute the cost of the meal without overspending their allotted amount of "money".

9. Have students share their meal choices and costs with the class.

10. Use menus with different prices and styles of restaurants so students can see how a "nutritious and wholesome meal" and prices are not completely related.

NOTE TO TEACHER: For additional resources, one might wish to write to Society for Nutrition Education, National Nutrition Education Clearinghouse, P. O. Box 931, Berkeley, California 94701.

SUPPLEMENTARY RESOURCES

TEACHER

Gaining Interest in Economics Activity Cards, Grades K-3. Arizona Dept. of Education, 1978 (BICEP 4072).

Kaplan, Sandra N. The Big Book of Collections: Math Games and Activities. Pacific Palisades, Calif.: Goodyear Publications Co., Inc., 1975, "Menus" (BICEP 3138).

McDonald's Nutrition Action Pack. McDonald's Corporation, 1975 (BICEP 3155).

STUDENTS

Adventures in Reading, Writing and Eating Student Task Cards. Bloomfield Hills, Michigan: Sandra Schurr Publications, 1977 (BICEP 9216).

FOLLOW-UP ACTIVITIES

After students have made mathematical calculations regarding a meal, they might decide to prepare one for a group of people (parents, business people in the community, senior citizens). Parent volunteers can be helpful in this type of endeavor. Students could also design a school menu for the cafeteria program and/or their own lunch or meal they might serve for the public.

TEACHER'S NOTES

MONEY APPL.

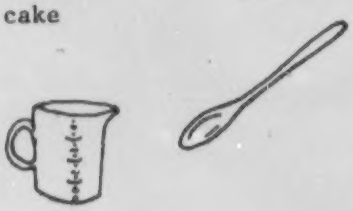
152

BAKE-A-CAKE

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

- Ingredients for baking a cake
- Measuring Utensils
- Mixing Bowl
- Cake Pan
- Math Paper
- "Bake-A-Cake" Recipe



DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

After purchasing the ingredients necessary for baking a cake, the students will use math skills to compute the cost.

PROCEDURES

1. Purchase the ingredients necessary for baking a cake. The teacher or a small group of students could perform this task.
2. Have students identify prices, read the recipe, and discuss how math is used in the baking industry.
3. Have students compute how much change they should receive from a dollar or five dollars for each of the items purchased.
4. Have students add up all the costs and subtract from a larger amount of money (possibly ten dollars).
5. Ask students to consider whether making the cake from "scratch" is more economical than buying a prepared cake mix. Teacher may ask selected students between the first class period and the second class period to record "cake mix" prices either at a nearby store or from home cupboards for comparison purposes.
6. Invite a baker to visit the class and prepare a cake, demonstrating the way he uses numbers in his occupation.
7. Have the students make a classroom display of various measuring devices and simple recipes.

MONEY APPL.

STUDENT ACTIVITY SHEET

BAKE-A-CAKE

NOTE: This is a very old recipe - from the time before there were cookbooks and the ingredients for this were easy to remember.

RECIPE

1-2-3-4 CAKE

INGREDIENTS

1 Cup butter or margarine
2 Cups sugar
3 Cups sifted flour
4 Eggs
4 Tsp. baking powder
1/2 Tsp. salt
1 Cup milk
1 Tsp. vanilla

DIRECTIONS

- Preheat oven to 350°.
- Grease and flour 3" x 8" or 2" x 9" layer cake pans or a 10" tube pan.
- Sift flour and measure. Combine with salt and baking powder. Combine milk and vanilla.
- Cream butter and sugar until light and fluffy. Add eggs one at a time and beat well. Add half the flour mixture and mix in - then half the milk - tnen the other half of the flour - then the rest of the milk.
- Pour into prepared pans. Tap pans on counter to release any trapped air. Bake in preheated oven 25 minutes for layers, 1 hour for tube pan, or until top springs back when touched lightly.

MONEY APPL.

SUPPLEMENTARY RESOURCES

TEACHER

"How The Cookie Crumbles" Project GROW Activity Cards, K-2, #11, State of Florida Dept. of Education, 1975 (BICEP 3094).

Kanigher, Herbert. Everyday Enrichment for Gifted Children at Home and School. Chapter IV, "Math Projects Add To Your Relationship". Los Angeles, Calif.: National State Leadership Training Institute on the Gifted, 1977 (BICEP 7000).

Kaplan, Sandra N. The Big Book of Collections: Math Games and Activities. Pacific Palisades, Calif.: Goodyear Publications, Inc., 1975 (BICEP 3138).

Lawson, Jane and Finn, Peter. Career Education Activities for Subject Area Teachers. Grades 1-6, Act. #24, "Oh, Fudge". Cambridge, Mass.: Abt Publications, 1975, pp. 171-174 (BICEP 3076).

FOLLOW UP ACTIVITIES

Mini courses on cooking can enhance math skills. Foods prepared in mini courses can be used for school functions and served by the students.

Visit a bakery to see how numbers are used in this industry.

TEACHER'S NOTES

155

MONEY APPL.

BUY IT!

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Desks or Tables for the Store
Goods from home to "sell"
Marking Pencil
Cash Register or Cash Box
Play Money
"Buy It" Shopping List Worksheet and Answer Key
"Buy It" Super Market Specials

DETAILS

LEVEL: Primary

TYPE: Entire Class

TIME: Ongoing

INSTRUCTIONAL OBJECTIVE

Upon completion of a visit to a supermarket to observe its operation, students will set up and manage a classroom store.

PROCEDURES

1. Discuss after returning from the supermarket, what students observed and what they will need to operate their own store.
2. Have students set up their own store, bringing in empty cans, cartons, etc. from home to sell.
3. Help the students design name tags to wear to distinguish job positions:

   Cashier Manager Food Buyer Butcher Bagger Stockperson
4. Have students take turns role playing all different kinds of jobs in a supermarket.
5. Adapt the use of play money with students' money handling skills. Then have students take turns shopping with given amount of "play money". Encourage students to write out shopping lists before actually shopping. Depending on age level, they could use calculators as they are shopping.
6. Utilize "Buy It" Shopping List worksheet and "Buy It" Super Market Specials for practice purposes.

SOUP
KETC
FRESH BREAD

MONEY APPL.

STUDENT ACTIVITY SHEET

BUY IT !

SHOPPING LIST

F	M	C	O	A	T	S	P	L	Q	V	P	C	L	M
S	P	R	L	T	V	T	F	J	M	N	S	H	A	P
O	S	A	P	M	E	A	T	O	P	A	C	E	T	S
A	L	C	H	G	G	M	S	M	T	P	L	E	I	J
P	Z	K	L	M	E	F	F	Z	P	K	L	S	S	M
R	T	E	B	U	T	T	E	R	V	I	V	E	S	T
U	M	R	L	C	A	P	E	L	T	N	F	Y	V	Z
G	I	S	P	P	B	S	F	X	L	S	F	M	E	P
F	L	U	T	E	L	O	P	P	T	M	F	I	S	H
P	K	I	U	U	E	G	G	S	P	L	R	H	P	M
Q	R	T	O	E	S	L	F	O	R	M	U	P	O	N
V	V	S	J	A	M	L	T	D	S	P	I	C	K	J
W	X	P	U	D	D	L	E	A	M	A	T	E	S	R
A	P	E	I	T	T	S	M	X	Z	F	J	P	P	S
C	A	T	C	E	R	E	A	L	O	O	C	T	I	P
O	B	R	E	A	D	S	M	I	L	E	J	P	C	T
T	A	B	L	E	M	O	C	O	C	O	A	C	E	M
O	M	A	P	L	E	S	Y	R	U	P	U	M	S	J

SUPER STORE

STUDENT ACTIVITY SHEET

BUY IT !

SHOPPING LIST

F	M	C	O	A	T	S	P	L	Q	V	P	C	L	M
S	P	R	L	T	V	T	F	J	M	N	S	H	A	P
O	S	A	P	M	E	A	T	O	P	A	C	E	T	S
A	L	C	H	G	G	M	S	M	T	P	L	E	I	J
P	Z	K	L	M	E	F	F	Z	P	K	L	S	S	M
R	T	E	B	U	T	T	E	R	V	I	V	E	S	T
U	M	R	L	C	A	P	E	L	T	N	F	Y	V	Z
G	I	S	P	P	B	S	F	X	L	S	F	M	E	P
F	L	U	T	E	L	O	P	P	T	M	F	I	S	H
P	K	I	U	U	E	G	G	S	P	L	R	H	P	M
Q	R	T	O	E	S	L	F	O	R	M	U	P	O	N
V	V	S	J	A	M	L	T	D	S	P	I	C	K	J
W	X	P	U	D	D	L	E	A	M	A	T	E	S	R
A	P	E	I	T	T	S	M	X	Z	F	J	P	P	S
C	A	T	C	E	R	E	A	L	O	O	C	T	I	P
O	B	R	E	A	D	S	M	I	L	E	J	P	C	T
T	A	B	L	E	M	O	C	O	C	O	A	C	E	M
O	M	A	P	L	E	S	Y	R	U	P	U	M	S	J

MONEY
APPL.

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STUDENT ACTIVITY SHEET

BUT IT!

SUPERMARKET SPECIALS

Oranges	$1.80 a dozen	Hamburg	$1.75 per pound
Grapefruit	3 for 90¢	Chicken	59¢ per pound
Bananas	10¢ each	Soup	3 cans for 70¢
Lettuce	75¢ a head	Napkins	35¢ per package
Tomatoes	12¢ each	Orange juice	2 cans for 80¢

****

Tom bought:

1 dozen oranges ______ ¢

1 head of lettuce ______ ¢

1/2 pound of hamburg ______ ¢

1 can of orange juice ______ ¢

He spent: ______

Sue bought:

3 bananas ______ ¢

2 tomatoes ______ ¢

1 pound chicken ______ ¢

1 package napkins ______ ¢

2 cans of orange juice ______ ¢

She spent: ______

Tom had $5.00

He spent ______

His change ______

Sue had $3.00

She spent ______

Her change ______

You have $5.00 to spend.
List what you would buy and the amount of each. Tell how much change you would get back.

____

____

____

____

____

MONEY APPL.

SUPPLEMENTARY RESOURCES

TEACHER

Career Education Resource Card File "Food Services". Niles, Ill.: Developmental Learning Materials, 1976 (BICEP 4068).

CERES, California, Career Education, Careers in a Large Supermarket, Level K-1. (BICEP CE7700263).

World of Work Adventures of the Lollipop Dragon Series, Society for Visual Education, Inc., 1974 (BICEP 4005).

STUDENTS

Cents-Abilities. Nashville, Tenn.: Incentive Publications, 1979, "Cook's Choice", p. 66 (BICEP 3316).

Farnette, Cherrie et al. At Least A Thousand Things To Do, "The Store". Nashville, Tenn.: Incentive Publications, 1977 (BICEP 3046).

Lerner, Mark. Careers in a Supermarket. Minneapolis, Minn.: Lerner Publications Company, 1977 (BICEP 9055).

FOLLOW-UP ACTIVITIES

Using "Shopping List" worksheet, older students could brainstorm items they would put in their shopping baskets given a certain amount of time.

Older students could find twenty products to buy in a grocery store using "Find-A-Word" puzzle.

Have students design various departments found in a supermarket.

Have students recognize there may be various prices for the same product with different brand names. Thus, they can learn how to best spend a certain amount of money, and how, as a buyer, to make a shopping list.

TEACHER'S NOTES

MONEY
APPL.

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$$ TALKS

ECONOMIC AWARENESS

MATERIALS/RESOURCES

Filmstrip "How Money Goes Round and Round"

Objects for bartering

Money Charts

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Three Class Periods

INSTRUCTIONAL OBJECTIVE

Given situations where money is understood as being a medium of exchange for our economy, the students will be able to distinguish between bartering and purchasing.

PROCEDURES

FIRST CLASS PERIOD

1. Introduce activity by showing filmstrip/cassette entitled "How Money Goes Round and Round".
2. From information presented, discuss situations in which money is circulated (stores, banks, governmental agencies).

SECOND CLASS PERIOD

3. Show charts to begin discussion of the history of money. Utilize resources listed in "Supplemental Resources" section to elaborate on charts.
4. Define a barter system as a means of exchanging goods and services.
5. Discuss advantages and disadvantages of a barter system.
   Utilize knowledge learned in social studies to relate to mathematics when talking about the types of transactions conducted in early colonial America..the exchange of goods for weapons, the exchange of land for goods etc.

MONEY APPL.

PROCEDURES Continued

Points to include in the discussion:

Advantages	Disadvantages
- Appropriate for an early American agrarian culture where there were a limited number of goods and services and all people's needs were similar.	- Difficult to find a person(s) who has what the other person wants.
	- Multiple trading may sometimes have to take place before transaction is concluded.
- Sharing with other people makes one feel good and increases interpersonal skills.	- Goods exchanged usually have to be consumed immediately whereas money can be saved for long periods of time.
- People can complement one another's needs by trading goods and services.	- "prices" can fluctuate more in bartering than with money (corn, barley, oats for one pig).

THIRD CLASS PERIOD

6. Begin new lesson by simulating a barter exchange. If desired, teacher may have asked students beforehand to bring items to class that they might wish to trade.

7. Distribute different objects for students to trade with each other. Make sure they barter for things they need or want, not for things they don't have any use for. Some examples are:

   Magic markers

   Partially completed car and airplane models

   Baseball cards

   Records

   Collections (dolls, rocks, shells)

8. Set up places in the classroom where students can display their items to be traded and allow free exchange to take place (or let them carry their items with them and allow exchanges to occur).

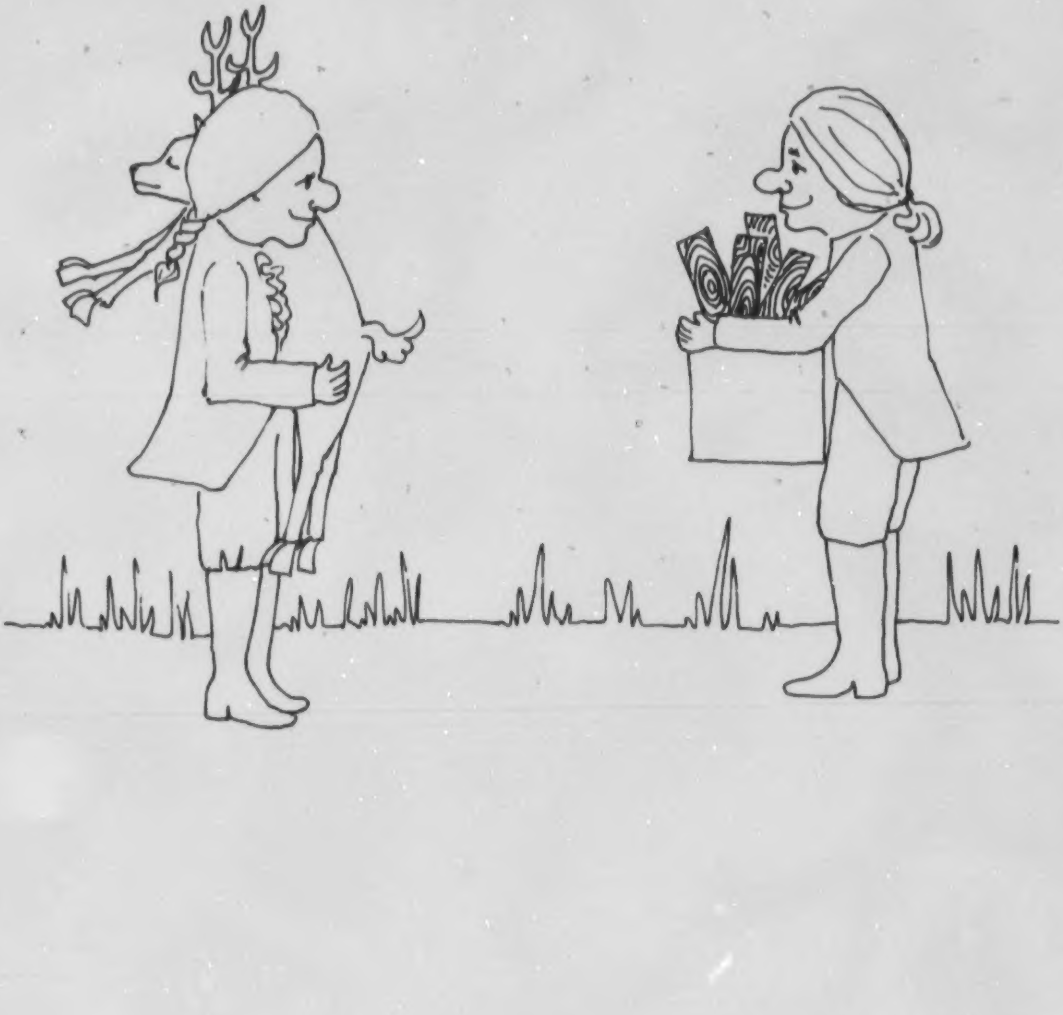
9. Limit exchange period to between eight and ten minutes. (Full class can be participating or half the class can participate and others act as observers.)

10. Based on simulation, draw from student reactions to the bartering. Culminate activity with reasons why bartering would not sufficiently meet the needs of a twentieth century economy.

STUDENT ACTIVITY SHEET

$$ TALKS

LONG AGO PEOPLE TOOK CARE OF THEMSELVES. IF THEY HAD TOO MUCH OF SOMETHING THEY GAVE IT AWAY TO FRIENDS AND RELATIVES.



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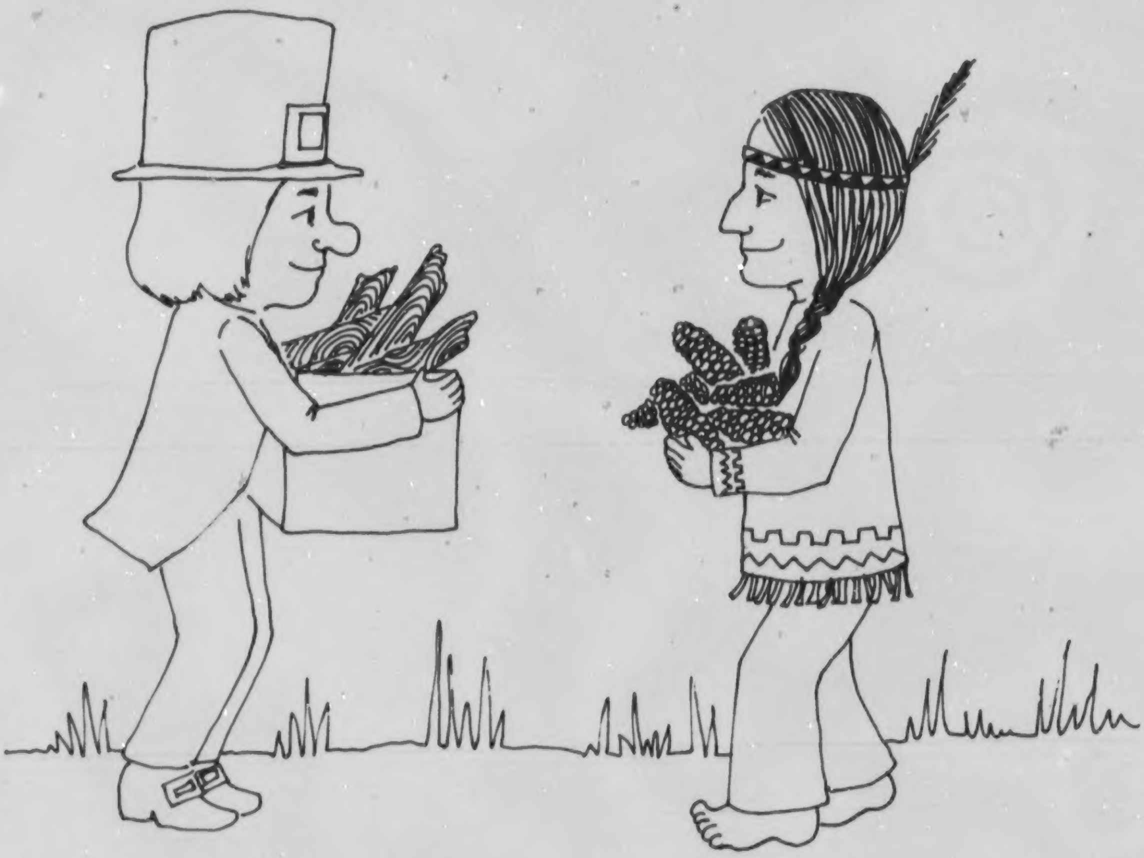
MONEY APPL.

STUDENT ACTIVITY SHEET

$$ TALKS

NEXT A SYSTEM OF BARTER DEVELOPED. THIS MEANS PEOPLE EXCHANGED ONE THING FOR ANOTHER.

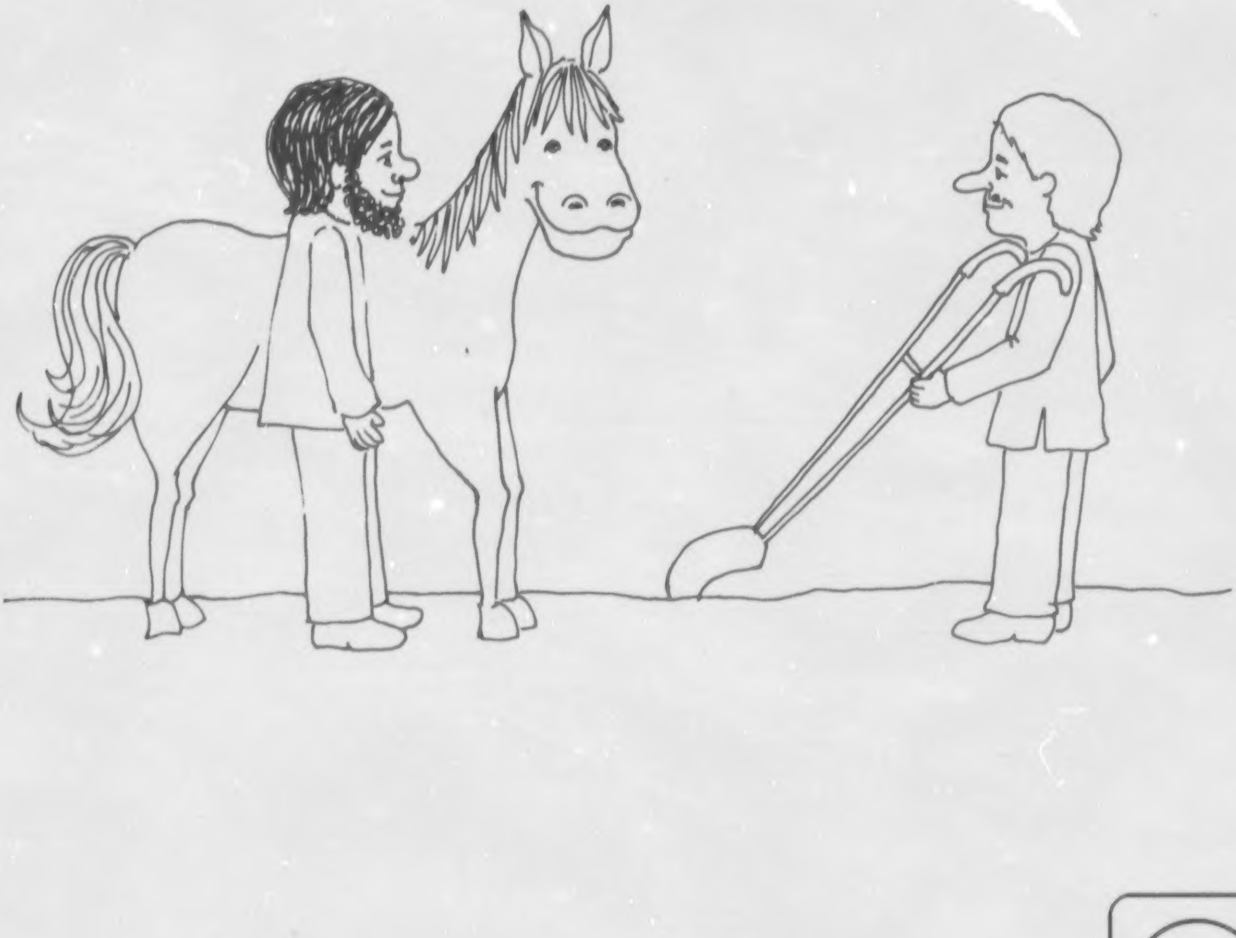


MONEY APPL.

STUDENT ACTIVITY SHEET

$$ TALKS

SINCE COMMODITIES WERE NOT OF EQUAL VALUE, PEOPLE SOMETIMES HAD TO TAKE SOMETHING THEY DIDN'T WANT IN ORDER TO MAKE THE TRADE COME OUT EVENLY.

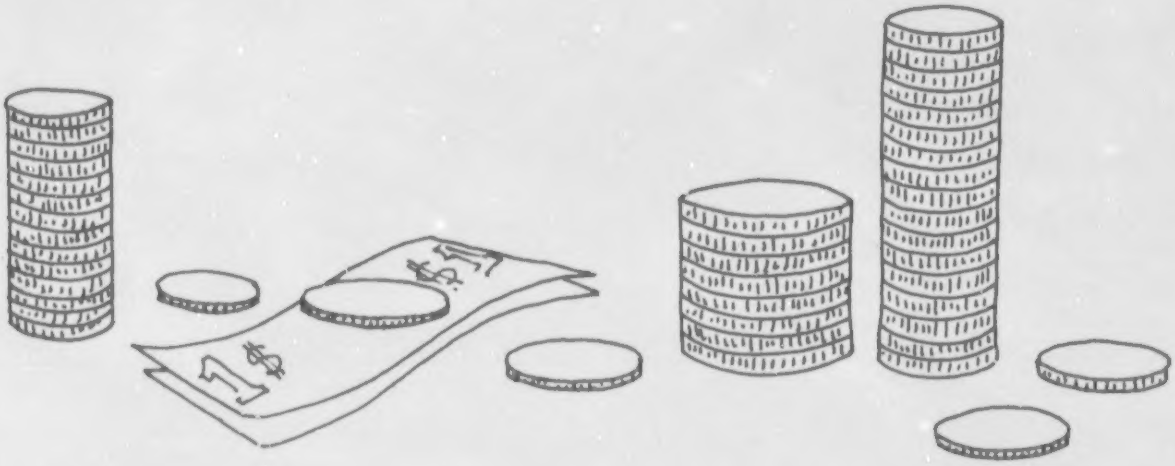


MONEY
APPL.

STUDENT ACTIVITY SHEET

$$ TALKS

A REGULAR SYSTEM OF MONEY WITH COINS AND BILLS OF DIFFERENT VALUE DEVELOPED.



MONEY APPL.

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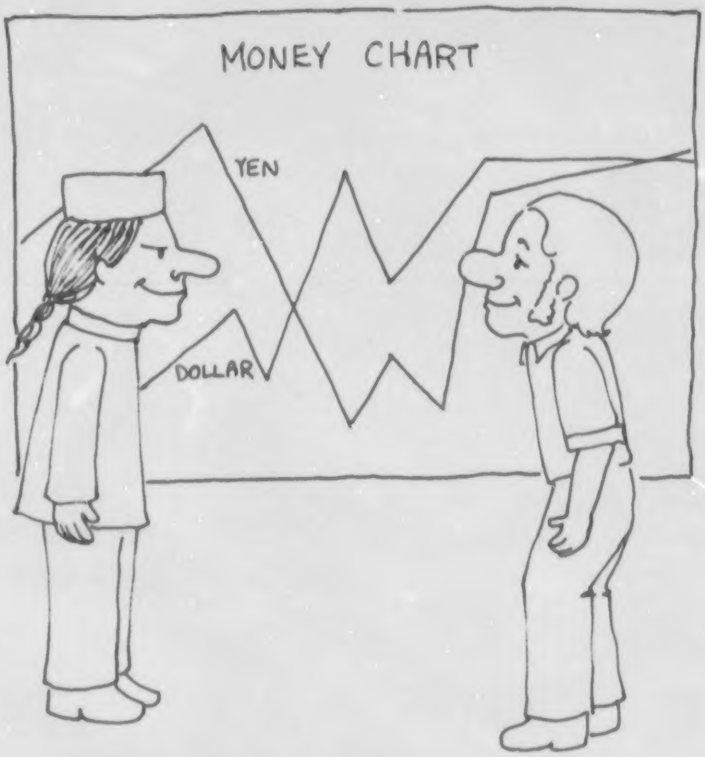
$$ TALKS

WHEN COUNTRIES BEGAN TO TRADE WITH EACH OTHER IT WAS NECESSARY TO COMPARE THE VALUE OF THE COINS OF ONE COUNTRY WITH THE COINS OF ANOTHER COUNTRY.



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SUPPLEMENTARY RESOURCES

TEACHER

Katzman, Carol et al. Economy Size. Santa Monica, Calif.: Goodyear Publications, Inc., 1978, "The History of the Coin", pp. 6-9; "The History of the Paper Dollar", pp. 11-13; "A Play: Barter and Money", pp. 149-153 (BICEP 3054).

Strategies for Teaching Economics, Part II, Intermediate Level (Grades 4-6). Joint Council on Economic Education, 1977, pp. 49-52 (BICEP 3133).

TEACHER AND STUDENTS

Dollars and Sense Series, "How Money Goes Round and Round" and "How Money Is Made". Mahwah, N.J.: Troll Associates, 1971 (BICEP 4024B and 4024E).

Kirkman, Ralph and Darrell, Bob. Every Number Counts, Levels I and II. Nashville, Tenn.: Incentive Publications, Inc., 1977 (BICEP 3171 and 3172).

STUDENTS

Farnette, Cherrie et al. Cents-Abilities. Nashville, Tenn.: Incentive Publications, Inc. 1979, "No Money Today", p. 42 (BICEP 3316).

FOLLOW-UP ACTIVITIES

TEACHER'S NOTES

MONEY APPL.

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INTERNATIONAL TRADE FAIR

ECONOMIC AWARENESS

MATERIALS/RESOURCES

Play Money (Different colors representing different countries)

Items for Trade (Trinkets, Pens, Candy, Books)

Chalkboard

Chalk

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Small Groups

TIME: Three-Four
Class Periods

INSTRUCTIONAL OBJECTIVE

Students will simulate trading between countries using both the barter system and an exchange of money, noting how wants, needs and scarcities affect the volume of trade.

PROCEDURES

1. Introduce the students to the fundamentals of economics and world trade, recognizing the problems created by the increased costs of oil and gasoline from foreign powers.
2. Familiarize the students with pertinent vocabulary (i.e., economics, barter, tariff, currency, scarcity, supply and demand, transaction, trade barriers, blockade, volume of trade, flow of trade).
3. Have students bring from home three items to trade.
4. Divide the students into groups of four to five, each group representing one country. A spokesperson should be selected for each country though decisions of what to trade will be made by the group.
5. Have the first trading between two spokesperson done without talking to illustrate the language barrier. (The use of language within countries is allowed.)
6. Record transactions on the chalkboard.
7. Encourage free bartering with language to follow.
8. Establish trade barriers in each group.

   Examples: a) Asking two items for one
   b) Refusing to trade with certain countries
   c) Influencing another country's trading

MONEY APPL.

PROCEDURES Continued

9. Give play money for trading after at least eight transactions have been completed.

10. Assign certain countries to impose tariffs and let trading go on for six more transactions.

11. Have students evaluate how each variable affected the volume and flow of trade.

12. Have students evaluate how each country's desire for a certain item or its inability to acquire a certain country's item affects the flow of trade.

MONEY
APPL.

SUPPLEMENTARY RESOURCES

TEACHER

Strategies for Teaching Economics, Part II, Intermediate Level, Grades 4-6. Joint Council on Economic Education, 1977, "Scarcity - An Introduction" and "A Scarcity Simulation", pp. 7-11 (BICEP 3133).

STUDENTS

Careers: A Supplemental Reading Program, Level C, "Economist". New York, N.Y.: Harcourt Brace Jovanovich, Inc., 1975 (BICEP 4069).

Popeye Marketing and Distribution Careers Comic Book. New York: King Features, 1972 (BICEP 9146).

TEACHER AND STUDENTS

Farnette, Cherrie et al., At Least A Thousand Things To Do. Nashville, Tenn., Incentive Publications, Inc., 1977, "Lending Lands", p. 76 and "Puzzle Parts", p. 77 (BICEP 3046).

Gaining Interest in Economics Activity Cards, Grades 4-6. Arizona Dept. of Education, 1978, Nos. 78, 80, 81, 83, 84(BICEP 4073).

FOLLOW-UP ACTIVITIES

Research tariffs, currency, world banking, especially in light of the Arab World.

A classroom visitor from the Better Business Bureau or a consumer consultant would be able to share insights with students concerning how needs, wants and excess demands affect the economy. From this discussion, students can then deduce what happens to the job market when foreign imports are flooding the American business scene. This then affects production job layoffs and sometimes necessitates a career change.

TEACHER'S NOTES

MONEY APPL.

MONEY, MONEY, MONEY

SELF CONCEPT

MATERIALS/RESOURCES

Catalogs
Magazines
Newspapers

DETAILS

LEVEL: Intermediate

TYPE: Individual

TIME: Two Class Periods

INSTRUCTIONAL OBJECTIVE

Using catalogs and a fixed amount of money, students will select three items of personal value that they can purchase with the money provided and explain why those chose as they did.

PROCEDURES

1. Assign students a fixed amount of money (one hundred dollars per student).
2. Have students, using catalogs, magazines and newspapers, choose three items of personal value they would like to purchase.

   Examples:
   - a) Ten-speed bicycle
   - b) Tennis racket
   - c) T. V. set
   - d) Stereo

   The sum of the purchases must not exceed the given amount provided.

3. Have class share purchases with each other and explain why they chose the items they did.

VARIATIONS

Now that students have shared purchases ask them to consider whether the items valued were needs or wants.

Discussion will then concern itself with the fact that what costs a lot may not always be a necessity.

MONEY APPL.

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3. Assign students a fixed amount of money as in Procedure #1 (one thousand dollars per student).

4. This time have students choose three necessities they need to purchase or make a payment on but project themselves in adult life (age 21).

   Examples: a) A car to get to work

   b) An apartment

   c) A student loan

   d) Food

   e) Winter coat

   The sum of the purchases must not exceed the given amount provided.

5. Have students share these "need" purchases with each other and explain why they chose the items they did.

SUPPLEMENTARY RESOURCES

TEACHER

Gaining Interest in Economics Activity Cards. Grades 4-6. Arizona Dept. of Education, 1978, Numbers 47, 92, 98 (BICEP 4073).

Weber, Louise et al. Kids 'N Catalogs. Nashville, Tenn.: Incentive Publications, Inc., 1976 (BICEP 3042).

TEACHER AND STUDENTS

Farnette, Cherrie et al. Cents-Abilities. Nashville, Tenn.: Incentive Publications, Inc., 1979, "Cents and Nonsense", p. 90 (BICEP 3316).

FOLLOW-UP ACTIVITIES

The same activity could be used again with a different amount of money specified. Have students discuss the difference in the types of items purchased as a result of having a different amount of money.

Students could also vary the activity by making their item selections based on age categories. The class could be divided into child, parent and senior citizen groups. They could then compare purchases and reasons for same.

TEACHER'S NOTES

MONEY
APPL.

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ACCOUNT FOR YOUR MONEY!

ECONOMIC AWARENESS

MATERIALS/RESOURCES

"Account For Your Money" Budget Sheet

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: Five Class Periods

INSTRUCTIONAL OBJECTIVE

After discussing allowance, earnings and savings, each student will complete an individual budget sheet showing how much they spend for a week.

PROCEDURES

1. Have students discuss the importance of an allowance, earnings and savings.
2. Have each student complete a budget sheet in order to compute the following:

   How much do you spend each week?

   What is your weekly cost of living?
3. Have students make a list of things they need - food, clothing, housing, transportation - and things they want - toys, books, vacations, candy bars.
4. Have students share their findings through a class discussion once they have completed the budget.

   Is entertainment a want or a need?

   Can some people's wants be another person's needs?

   How much money did you spend on what was needed?

   How much money did you spend on what you wanted?

MONEY
APPL.

STUDENT ACTIVITY SHEET

ACCOUNT FOR YOUR MONEY!

MY BUDGET SHEET

The week of ______________________

ITEM	COST	BALANCE
MY TOTAL WEEKLY EXPENSES:		

MONEY
APPL.

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SUPPLEMENTARY RESOURCES

TEACHER

Career Education Infusion in Mathematics Kit and Task Cards. Salt Lake City, Utah: State Board of Education, 1976 (BICEP 3317).

Dawson, George G., Editor. Economics and Our Community, A Resource Unit for Grades 4, 5 and 6. Joint Council on Economic Education, 1973 (BICEP 3132).

TEACHER AND STUDENTS

"Does It Pay?" Trade-Offs Series. Agency for Instructional Television, 1978 (BICEP).

"How Budgets Work" Dollars and Sense Series. Mahwah, N.J.: Educational Direction, Inc., 1971 (BICEP 4024F).

FOLLOW-UP ACTIVITIES

Students might like to project that they have an unlimited allowance. If that were so, what types of things would they spend this money on? Perhaps a discussion of giving to charities might ensue. How would students decide which charitable organizations would be worthy of their donations?

TEACHER'S NOTES

MONEY
APPL.

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OCCUPATIONAL INFORMATION

AUTO BODY

MATERIALS/RESOURCES

Automobile Brochures
Price Lists
Modeling Clay

DETAILS

LEVEL: Intermediate

TYPE: Small Groups

TIME: Two-Three Class Periods

INSTRUCTIONAL OBJECTIVE

Using automobile brochures and price lists, the students will figure the cost of a car and then create a clay model of the exterior of their car.

PROCEDURES

1. Divide the class into small groups.

2. Have students compute the cost of a car, using the automobile brochure and a price list and adding any accessories they choose to have included. NOTE: Brochures and price lists may be obtained from your local car dealer. Students could get their own for the cars they prefer, as a homework assignment. Sample accessories are:

   - White wall tires
   - Radio - AM/FM
   - Air conditioning
   - Powersteering
   - Power brakes
   - Power antenna
   - Map light
   - Night/day adjuster on mirror
   - Tinted glass
   - Mag wheels
   - Power windows
   - Stereo with tape deck
   - CB
   - Sun roof
   - Automatic mirror adjuster
   - Power seats

3. Have each group, using clay, create a model of the exterior of their car.

MONEY APPL.

SUPPLEMENTARY RESOURCES

TEACHER

Career Education Resource Card File - Auto Mechanic Task Cards. Niles, Ill.: Developmental Learning Materials, 1976 (BICEP 3307).

Kirkman, Ralph and Darrell, Bob. Every Number Counts Level 2, "Fill 'er Up". Nashville, Tenn.: Incentive Publications, Inc., 1977, pp. 28-29 (BICEP 3172).

STUDENTS

Career Crosswords. "Basic Automotive". Niles, Ill.: Developmental Learning Materials, 1976 (BICEP 3307).

Career Discoveries Filmstrip/Cassette Series. Pleasantville, N.Y.: Guidance Associates. "People Who Organize Facts" (automotive researcher), 1972 (BICEP 4010d).

Career World #1. "The Auto Designer". Highwood, Ill.: Feb. 1978, pp. 10-13 (BICEP).

FOLLOW-UP ACTIVITIES

Compute sales and excise tax on car.

Visit automobile showroom. For details and arrangements to visit an auto salesroom, interview a dealer, and discuss competitive selling practices. Students could specifically observe the skills salespeople need to be successful and relate those to what they learn in school.

- Math skills
- Interpersonal skills
- Ability to speak clearly and fluently with new acquaintances

TEACHER'S NOTES

MONEY APPL.

LAST NATIONAL COUNTY BANK - DEPOSIT YOUR DOUGH - I

OCCUPATIONAL INFORMATION

MATERIALS/RESOURCES

Teacher Made Deposit Slips

Sample Payroll Checks

Bank Statements

All of the above are included with this activity.

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Given payroll checks and a bank statement, the student will fill out a deposit slip correctly and balance the account.

PROCEDURES

1. Discuss procedures involved in writing deposit slips. Reproduce a sample slip from the Student Activity Sheet on chalk board as procedures are discussed. Stress the following ideas:
    - Legibility of name and account number
    - Accuracy of check identification number
    - Necessity to endorse checks properly as well as just before cashing them
    - Accuracy of cash count
    - Checking of figures for total
2. Discuss procedures involved in recording deposit in ledger. Stress the following ideas:
    - Make sure date on deposit slip corresponds to entry in ledger.
    - Make sure totals on deposit slip and ledger entry are identical.
    - Check accuracy of computation for balance left in the account.
3. Distribute sample payroll checks and deposit slips.
4. Distribute the bank statements discussing all parts of the statement. If students wish, they can make sample entries and compute balance for practice purposes.

MONEY APPL.

STUDENT ACTIVITY SHEET

LAST NATIONAL COUNTY BANK - DEPOSIT YOUR DOUGH - I

SAMPLE PAYROLL CHECKS

Anderson Athletics
14 Gym St., N.Y., N.Y.

Oct. 26, 1978

Pay to the
Order of Mr. John Doe

$135 95/100

One hundred thirty-five and 95/100 ------------ Dollars

The Friendly Five

John Anderson

Connie's Clothing Corner
West Concord, Mass.

Aug. 17, 1979

Pay to the
Order of Jane Hatmaker

$120 80/100

One hundred twenty and 80/100 --------------- Dollars

Your Bank and Trust Company

Connie Cashmere

Ingalls Investment Services
1205 W. 26th St.
Seattle, Washington

Sept. 10, 1979

Pay to the
Order of John Hazelton

$500 50/100

Five hundred and 50/100 -------------------- Dollars

West Coast Savings Bank

Robert D. Ingalls

MONEY APPL.

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DEVELOPED BY PROJECT BICEP, BARNSTABLE PUBLIC SCHOOLS

STUDENT ACTIVITY SHEET

LAST NATIONAL COUNTY BANK - DEPOSIT YOUR DOUGH - I

SAMPLE DEPOSIT SLIP

Date ____________

Name ____________

Account # ____________

Last National County Bank
Peoria, Ill.

	Dollars	Cents
Cash		
Checks ______ 1.		
______ 2.		
______ 3.		
______ 4.		
______ 5.		
TOTAL		

LEDGER

DATE	AMOUNT OF CHECK	AMOUNT OF DEPOSIT	BALANCE

MONEY APPL.

STUDENT ACTIVITY SHEET

LAST NATIONAL COUNTY BANK - DEPOSIT YOUR DOUGH - I

SAMPLE BANK STATEMENT

LAST NATIONAL COUNTY BANK
Peoria, Ill.

Acct. No. 005-14-0770

Ingalls Investment Services
1205 W. 26th St.
Seattle, Washington

No. of Checks	No. of Deposits	Monthly Charge	Date of Statement	Beginning Balance
0	1	0	10/1/79	00.00

DATE	CHECKS		DEPOSITS		BALANCE
9-15-79			$250.00		$250.00

Ending Balance $250.00

SUPPLEMENTARY RESOURCES

STUDENTS

Caney, Stephen. Kids' America. New York, N.Y.: Workman Publishing Co., Inc., 1978, "American Money - Collecting, Borrowing, Saving, Investing", pp. 376-385 (BICEP 3059).

TEACHER AND STUDENTS

"How We Borrow Money", Dollars and Sense Series. Mahwah, N.J.: Educational Direction, Inc., 1971 (BICEP 4024d).

Kirkman, Ralph and Darrell, Bob. Every Number Counts, Functional Math for Today's Working World, Level II. Nashville, Tenn.: Incentive Publications, Inc., 1977, "Accounts Count", pp. 58, 59, and "Banking Numbers", pp. 60, 61 (BICEP 3172).

FOLLOW-UP ACTIVITIES

Possibly use joint accounts.

TEACHER'S NOTES

LAST NATIONAL COUNTY BANK - CHECKS AND BALANCES - II

MATERIALS/RESOURCES

Teacher Prepared Checks

See Last National County Bank I for Bank Statement

"Checks and Balances" Worksheets and Answer Key (Optional)

DETAILS

LEVEL: Intermediate

TYPE: Entire Class
Individual

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Given a bank statement, a blank check and a specified amount of money to be withdrawn from the account, the student will write a check using dollars and cents and balance the account accurately.

PROCEDURES

1. Distribute bank statements and blank checks to the students.
2. Discuss and demonstrate how to write a check and deduct the amount from the bank statement.

   Questions for Discussion:

   What is a check?
   Why are checks important?
   Where can a person open a checking account?
   Are there different types of checking accounts?
   What type of checking account is best for you?
   Do checks cost money to write out?
   How old must a person be to open a checking account?
   What appears on a check?
   How do you fill out a check?
   What must you do when you receive a check?

3. Specify an amount of money to be withdrawn from students' bank statements.
4. Have students write their checks for the specified amount of money.
5. Have students deduct this amount from their bank statements accurately.

VARIATIONS

In conjunction with learning how to write checks, individual students or partners may be assigned to visit a local bank and interview the employees to obtain additional information for class activities. If such is done, the following list of questions are suggested for this interview.

- Why are checking or N.O.W. accounts important to have?
- Does your bank have more than one type of checking account?
- Does your bank give free checks?
- What color are your bank's checks?
- What happens when a checkbook is lost?
- Is it wise to change your account number every two or three years?
- Is a customer responsible for someone else writing checks on his/her account?
- How much money can a person keep in a checking account?
- What is a traveler's check?
- What happens if a traveler's check is lost?

STUDENT ACTIVITY SHEET

LAST NATIONAL COUNTY BANK - CHECKS AND BALANCES - II

SAMPLE CHECK

NO. __________

____
Student's Name

DATE ______________

____

____
Address

Pay to the
Order of ______________________________________ $__________

____ Dollars

LAST NATIONAL COUNTY BANK

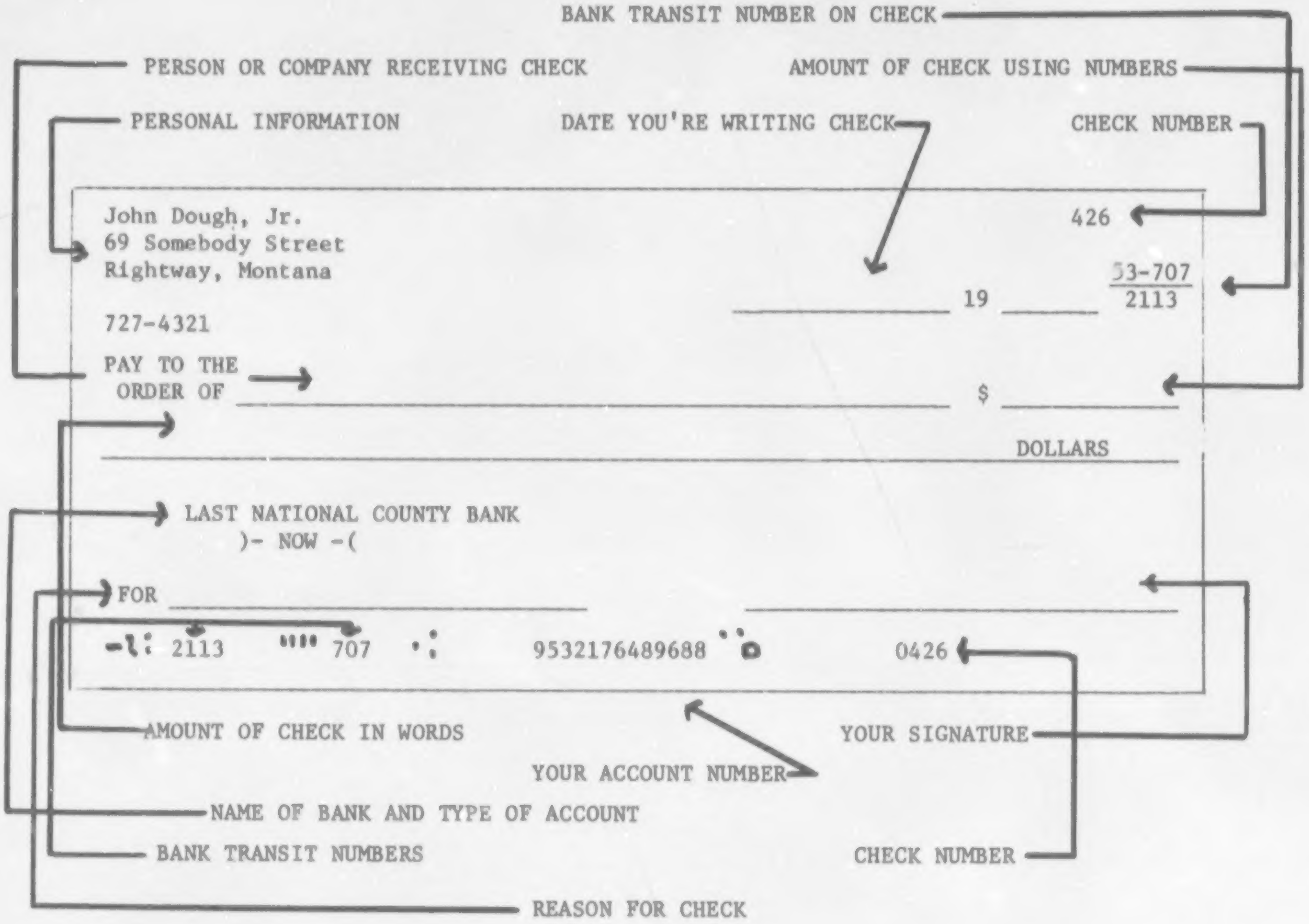
____
Signature

MONEY
APPL.

STUDENT ACTIVITY SHEET

LAST NATIONAL COUNTY BANK - CHECKS AND BALANCES - II

WORKSHEET # 1 -------INFORMATION CONCERNING CHECKS



BANK TRANSIT NUMBER ON CHECK

PERSON OR COMPANY RECEIVING CHECK

AMOUNT OF CHECK USING NUMBERS

PERSONAL INFORMATION

DATE YOU'RE WRITING CHECK

CHECK NUMBER

John Dough, Jr.
69 Somebody Street
Rightway, Montana

727-4321

426

$\frac{53\text{-}707}{2113}$

_____________ 19 ______

PAY TO THE ORDER OF ______________________ $ ________

______________________________ DOLLARS

LAST NATIONAL COUNTY BANK
)- NOW -(

FOR ____________________ ____________________

2113 707 9532176489688 0426

AMOUNT OF CHECK IN WORDS

YOUR SIGNATURE

YOUR ACCOUNT NUMBER

NAME OF BANK AND TYPE OF ACCOUNT

BANK TRANSIT NUMBERS

CHECK NUMBER

REASON FOR CHECK

MONEY APPL.

STUDENT ACTIVITY SHEET

LAST NATIONAL COUNTY BANK - CHECKS AND BALANCES - II

WORKSHEET # 2 -- REGISTER FOR A CHECKING OR N.O.W. ACCOUNT

I. Complete this register by using it to update your transactions from Worksheet 4:

REGISTER FOR CHECKING OR N.O.W. ACCOUNTS

CHECK NUMBER	DATE	CHECK OR DRAFT ISSUED TO	TYPE OF TRANSACTION	AMOUNT FROM LAST PAGE $486.79
	2/2/79	TO: DEPOSIT - FROM	AMOUNT OF CHECK OR DEP.	30.00
		FOR: MR. JOHN SMITH	BALANCE	
118	2/4/79	TO: GLOVER'S BAKERY	AMOUNT OF CHECK OR DEP.	10.
		FOR: BIRTHDAY CAKE	BALANCE	
119	2/11/79	TO: TRAVARES' SAVINGS BANK	AMOUNT OF CHECK OR DEP.	265.00
		FOR: FEB. MORTGAGE PAYMENT	BALANCE	
	2/18/79	TO: DEPOSIT - FROM PAY	AMOUNT OF CHECK OR DEP.	130.00
		FOR: CHECK AND OVERTIME	BALANCE	
		TO:	AMOUNT OF CHECK OR DEP.	
		FOR:	BALANCE	
		TO:	AMOUNT OF CHECK OR DEP.	
		FOR:	BALANCE	
		TO:	AMOUNT OF CHECK OR DEP.	
		FOR:	BALANCE	
		TO:	AMOUNT OF CHECK OR DEP.	
		FOR:	BALANCE	

130

MONEY APPL.

STUDENT ACTIVITY SHEET

LAST NATIONAL COUNTY BANK - CHECKS AND BALANCES - II

WORKSHEET # 2 -- REGISTER FOR A CHECKING OF N.O.W. ACCOUNT

I. Complete this register by using it to update your transactions from Worksheet 4:

REGISTER FOR CHECKING OR N.O.W. ACCOUNTS

CHECK NUMBER	DATE	CHECK OR DRAFT ISSUED TO	TYPE OF TRANSACTION	AMOUNT FROM LAST PAGE $486.79
	2/2/79	TO: DEPOSIT - FROM	AMOUNT OF CHECK OR DEP.	30.00
		FOR: MR. JOHN SMITH	BALANCE	516.79
118	2/4/79	TO: GLOVER'S BAKERY	AMOUNT OF CHECK OR DEP.	10.00
		FOR: BIRTHDAY CAKE	BALANCE	506.79
119	2/11/79	TO: TRAVAR"S' SAVINGS BANK	AMOUNT OF CHECK OR DEP.	265.00
		FOR: FEB. MORTGAGE PAYMENT	BALANCE	241.79
	2/18/79	TO: DEPOSIT - FROM PAY	AMOUNT OF CHECK OR DEP.	130.00
		FOR: CHECK AND OVERTIME	BALANCE	371.79
		TO:	AMOUNT OF CHECK OR DEP.	
		FOR:	BALANCE	
		TO:	AMOUNT OF CHECK OR DEP.	
		FOR:	BALANCE	
		TO:	AMOUNT OF CHECK OR DEP.	
		FOR:	BALANCE	
		TO:	AMOUNT OF CHECK OR DEP.	
		FOR:	BALANCE	

STUDENT ACTIVITY SHEET

LAST NATIONAL COUNTY BANK - CHECKS AND BALANCES - II

WORKSHEET # 3 --------- CHECKS

I. Use these checks to pay the bills from worksheet #4.

121

_______________ 19 ________ $\frac{77-19}{623}$

PAY TO THE
ORDER OF ______________________________ $ __________

______________________________ DOLLARS

LAST NATIONAL COUNTY BANK

FOR ______________________ ______________________

⑆ 623 ⑉ 19 ⑆ 333666111444 ⑈ 0121

122

_______________ 19 ________ $\frac{77-19}{623}$

PAY TO THE
ORDER OF ______________________________ $ __________

______________________________ DOLLARS

LAST NATIONAL COUNTY BANK

FOR ______________________ ______________________

⑆ 623 ⑉ 19 ⑆ 333666111444 ⑈ 0122

123

_______________ 19 ________ $\frac{77-19}{623}$

PAY TO THE
ORDER OF ______________________________ $ __________

______________________________ DOLLARS

LAST NATIONAL COUNTY BANK

FOR ______________________ ______________________

⑆ 623 ⑉ 19 ⑆ 333666111444 ⑈ 0123

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STUDENT ACTIVITY SHEET

LAST NATIONAL COUNTY BANK - CHECKS AND BALANCES - II

WORKSHEET # 4 -- PROBLEMS AND QUESTIONS CONCERNING CHECKING

I. Pay the following bills with checks or drafts, and record into register:

1. On Friday, October 23, 19 __, Cape Cod Gas Company sent you a bill for two months service totaling $134.14. The two months service was for the months of August and September.

2. Looking over some old mail, you noticed a telephone bill you received on January 24, 19 __ which has not been paid. The bill included two long distance calls - one to Boston, Mass., the other to Lexington, Mass. The total bill came to $18.35 including all taxes.

3. Here it is Monday again, which means PAY DAY. This week you budgeted $73.00 to be deposited into your checking or N.O.W. account.

4. While getting the mail this past Monday, February 26, 19 __, you noticed the electric bill for January from New Bedford Gas and Edison. The bill came to $31.27, which you paid by check.

SUPPLEMENTARY RESOURCES

TEACHER

Lawson, Jane and Finn, Peter. Career Education Activities for Subject Area Teachers, Grades 1 through 6. Cambridge, Mass.: Abt Publications, 1975, "Bank It", pp. 175-179 (BICEP 3076).

STUDENTS

Farnette, Cherrie et al. Cents-Abilities. Nashville, Tenn.: Incentive Publications, Inc., 1979, "Checks and Balances", p. 74, and "Checking It Out", p. 70 (BICEP 3316).

TEACHER AND STUDENTS

Adams, Anne et al. Reading For Survival in Today's Society, Volume One, Modules 1-18. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1978, "Bank Information, Module 15", pp. 148-156 (BICEP 3064).

Goldtry, M. Forms In Your Future. New York: Learning Trends, 1973 (BICEP 3188).

People at Work Series: In Banking and Insurance. Multi-Media Kit. Pathescope Educational Films, Inc. and the Associated Press, 1975 (BICEP 4055).

FOLLOW-UP ACTIVITIES

Visit a bank, then establish a bank in the classroom with children as tellers and each child with his/her own account.

For more advanced students the teacher may utilize worksheets #1 - 4, entitled

Worksheet #1 - "Information Concerning Checks"

Worksheet #2 - "Register for a Checking or N.O.W. Account"

Worksheet #3 - "Checks"

Worksheet #4 - "Problem Solving With Checking Accounts"

TEACHER'S NOTES

LAST NATIONAL COUNTY BANK - MONEY TALKS - III

MATERIALS/RESOURCES

Teacher-prepared Bank Statements, Checks, Deposit Slips

See Last National County Bank I and II for samples.

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: Ongoing

INSTRUCTIONAL OBJECTIVE

Having discussed ways to earn money in the classroom, the students will understand how to balance a checking account by keeping an accurate account of their earnings on a teacher-prepared bank statement.

PROCEDURES

1. Have class discuss the various sources of income and expenses within the classroom. (See sample chart.)
2. Distribute to students bankbooks including checks, statements and deposit slips.
3. Discuss how to write a check, make a deposit and balance an account. Then have the class choose two students to play the roles of bank tellers.
4. Arrange for students to receive a check for $100 on the first of each month and, in return, to pay $75 desk rental to the bank.
5. Have students make other deposits and deduct other expenses during the specified times the "bank" is open.

MONEY APPL.

STUDENT ACTIVITY SHEET

LAST NATIONAL COUNTY BANK - MONEY TALKS- IV

SOURCE OF INCOME

Student pay	$ 100 a month
Good behavior	$10
Completing student work contract	$ 5
Adding constructively to classroom living	$ 8.05
Watering plants	$ 2
Clean up crew	$12.50
Complimenting a person for a job well done	$ 5.00

EXPENSES

Desk rental	$75 a month
Chewing gum	$20
Fighting	$25
Tardiness	$10
Misuse of school property	$15
Overdrawing account	$ 5
Free Time	$15

SUPPLEMENTARY RESOURCES

TEACHER

Katzman, Carol et al. Economy Size. Santa Monica, Calif.: Goodyear Publishing Co., Inc., 1978, "Money Matters: Saving, Banking, Spending, and Charging it", pp. 16-21; "Activity Tear Sheets", pp. 7, 8, 12-14 (BICEP 3054).

"Money Machine," Careers in Banking, Elementary Unit For Grades 4, 5 and 6. Owensboro, Kentucky: Regional Career Education Development Project (BICEP CE 7700191).

Teacher-Developed Infused Curriculum Modules, Grades 4-6. Arlington, Texas. Partners in Career Education, 1977, "Mathematics", pp. 103-135 (BICEP 3163).

FOLLOW-UP ACTIVITIES

Design a new banking system where the exchange for goods and services is not money but good deeds. For example, instead of writing a check for $10.00, write it for two mornings of relaxation without household tasks for Mother or Father. The writer of the check must follow through with "payment".

TEACHER'S NOTES

MONEY APPL.

LAST NATIONAL COUNTY BANK - TELLER TALK - IV

ECONOMIC AWARENESS

MATERIALS/RESOURCES

Local Bank

Teacher Prepared Task Cards

Teacher Made Checks and Statements

DETAILS

LEVEL:	Intermediate
TYPE:	Entire Class Small Groups
TIME:	Two Class Periods

INSTRUCTIONAL OBJECTIVE

Having visited a bank, the students will understand the job responsibilities of a bank teller through role playing that job in a simulated bank situation.

PROCEDURES

1. Plan a visit to a local bank focusing on the role of a bank teller.
2. Designate bank tellers and bank customers to role play task cards. (See sample Task Cards.)
3. Have student customers select teacher made task cards describing banking situations.
4. Have customers role play the task cards with the bank teller responding to the transaction accordingly.
5. Have class discuss and evaluate the professional performance of the bank teller.
    - Courtesy
    - Professional attire
    - Efficiency with customer's requests
    - Modulation of the voice for privacy of customer
    - Alertness in job setting

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DEVELOPED BY PROJECT BICEP, BARNSTABLE PUBLIC SCHOOLS

STUDENT ACTIVITY SHEET

LAST NATIONAL COUNTY BANK - TELLER TALK - IV

TASK CARDS

You are a customer of The Last National County Bank. Your checking account has a balance of $407.91. Withdraw $53.25 from your account.

You are a customer of The Last National County Bank. You want to transfer $175.45 from your savings account (current balance $225.00) to your checking account (current balance $11.53).

You are a customer of The Last National County Bank. You are moving out of state. Close your checking account.

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STUDENT ACTIVITY SHEET

LAST NATIONAL COUNTY BANK - TELLER TALK - IV

TASK CARDS

You are new to the community. Open a checking account depositing your pay check for $563.97.

You are a local merchant and wish to deposit checks and cash into your checking account.

Checks	Amount	$5,702.01
Cash	Amount	$1,032.42

You are a customer of the Last National County Bank. You want to withdraw $84.73 in check form from your savings account (balance $105.45).

STUDENT ACTIVITY SHEET

LAST NATIONAL COUNTY BANK - TELLER TALK - IV

TASK CARDS

You are a customer of The Last National County Bank. You want to take out a personal loan of $1,000 and have it credited to your checking account.
You have a mortgage with the Last National County Bank. The payments are $250 a month. You want the bank to deduct this amount from your checking account each month.
You want to make arrangements with the Last National County Bank to have your weekly pay checks deposited directly to your checking account by your employer.

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SUPPLEMENTARY RESOURCES

TEACHER

Fiarotta, Phyllis and Noel. Be What You Want To Be. New York, N.Y.: Workman Publishing Co., 1977, "Bank Teller", pp. 55-60 (BICEP 3106).

"It's Your Money." Project GROW Activity Card #13, Grades 7-9. Florida State Dept. of Education, 1975 (BICEP 3184).

"The Bank Occupations - Teller, Billing Clerk, Loan Officer, President". Owensboro, Kentucky. Regional Career Education Development Project (BICEP CE 7700187).

TEACHER AND STUDENTS

Careers: A Supplemental Reading Program, Level C. New York: Harcourt Brace and Jovanovich, Inc., 1975, "Bank Officer" (BICEP 4069).

FOLLOW-UP ACTIVITIES

Children could make own task cards.

Roles could be switched so each student becomes a teller.

Have a guest speaker observe and participate in the role playing.

TEACHER'S NOTES

LAST NATIONAL BANK - AUCTION BIDS - V

MATERIALS/RESOURCES

Yard sale items such as models, games, toys

Articles students have brought from home

Several "Free Time" Tickets (1/2 hour when you're not teaching something new)

DETAILS

LEVEL: Intermediate

TYPE: Entire Class

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

As a follow-up activity to the checking account, the students will use their accumulated money to bid on auction items.

PROCEDURES

1. Ask each child to bring in an item from home that is no longer wanted or used. This item should be of interest to another student in the classroom.
2. Assemble articles to be auctioned for the children to preview.
3. Discuss the atmosphere of an auction. Make sure that students realize the alertness that is needed for the auctioneer. He/she must be able to make rapid decisions based on the rapidity of the bidding. Spectators must be courteous to bidders, in order to allow them to bid without interruption. Bidders must make judgments on how much they can realistically spend based on their own personal finances, needs and wants.
4. Conduct the auction. Make arrangements for students to take money from the highest bidders and distribute goods to these people.

MONEY
APPL.'

SUPPLEMENTARY RESOURCES

TEACHER

Katzman, Carol et al. Economy Size. Santa Monica, Calif: Goodyear Publishing Co., Inc., 1978, "Auction Action: Indoor Sales Talk", pp. 45-47 (BICEP 3054).

School Values Auction Game. Waco, Texas: Education Achievement Corp., 1973 (BICEP 9235).

Gaining Interest in Economics, Grades 4-6 Activity Cards. Arizona Dept. of Education, 1978 (BICEP 4073).

STUDENT

Caney, Steven. Kids' America. New York, N.Y., Workman Publishing Co., Inc., 1978, "Going Into Business", pp. 386-401 (BICEP 3059).

FOLLOW-UP ACTIVITIES

One child could conduct and tape an interview with an auctioneer.

An auctioneer could be contacted as a guest speaker.

TEACHER'S NOTES

MONEY APPL.

TIMELY TOPICS

ATTITUDES TOWARD DIGNITY OF WORK

MATERIALS/RESOURCES

Worksheet (See sample "My Work Schedule.)

DETAILS

LEVEL: Intermediate

TYPE: Individual

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

Given a specific work schedule, the students will compute the total number of hours worked and the total amount of money earned.

PROCEDURES

1. Have the students discuss the difference between salary and wage. (A WAGE is payment for services, usually on an hourly, daily, or weekly basis. A SALARY is a fixed compensation paid to a person on a regular basis.)

   What do they mean?

   When do you receive a salary? A wage?

   Have you ever received a salary? A wage?

   How much money did you earn?

   How were you paid? (Cash, check?)

   How often were you paid? (Hourly, weekly, monthly?)

   What did you do with the money you earned?

2. Ask the students to pretend they are babysitting or mowing lawns. Their wage is $1.26 per hour.

3. Give each child a copy of the sample table that lists their work schedule. (More than one work schedule could be used.)

4. Have students figure out the number of hours worked and the amount of money earned each day. They will then compute the total number of hours and the total amount earned. When finished, they will answer the questions that follow the schedule.

5. Have a discussion of the completed table.

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STUDENT ACTIVITY SHEET

TIMELY TOPICS

MY WORK SCHEDULE

DAY	TIME WORKED	NUMBER OF HOURS	AMOUNT EARNED
MONDAY	3:00 P.M. to 6:00 P.M.		
TUESDAY	8:00 A.M. to 12:00 Noon		
WEDNESDAY	3:00 P.M. to 5:00 P.M.		
THURSDAY	1:00 P.M. to 3:30 P.M.		
FRIDAY	6:00 P.M. to 7:30 P.M.		
SATURDAY	8:00 A.M. to 4:00 P.M.		
SUNDAY	9:30 A.M. to 11:00 A.M.		
MONDAY	3:30 P.M. to 5:00 P.M.		
TUESDAY	3:00 P.M. to 5:30 P.M.		
WEDNESDAY	10:00 A.M. to 12:30 P.M.		
THURSDAY	4:00 P.M. to 8:00 P.M.		
FRIDAY	1:30 P.M. to 5:00 P.M.		
SATURDAY	9:00 A.M. to 4:30 P.M.		
SUNDAY	2:00 P.M. to 4:30 P.M.		
	TOTAL		

1. What was the total number of hours worked? ____________________
2. How much did you earn? ____________
3. Which week did you work more (first or second) _______________
4. How many more hours did you work on Saturday the second week than on Wednesday the first week? ____________________

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STUDENT ACTIVITY SHEET

TIMELY TOPICS

MY WORK SCHEDULE

DAY	TIME WORKED	NUMBER OF HOURS	AMOUNT EARNED
MONDAY	3:00 P.M. to 6:00 P.M.	3	$ 3.78
TUESDAY	8:00 A.M. to 12:00 Noon	4	5.04
WEDNESDAY	3:00 P.M. to 5:00 P.M.	2	2.52
THURSDAY	1:00 P.M. to 3:30 P.M.	2 1/2	3.15
FRIDAY	6:00 P.M. to 7:30 P.M.	1 1/2	1.89
SATURDAY	8:00 A.M. to 4:00 P.M.	8	10.08
SUNDAY	9:30 A.M. to 11:00 A.M.	1 1/2	1.89
MONDAY	3:30 P.M. to 5:00 P.M.	1 1/2	1.89
TUESDAY	3:00 P.M. to 5:30 P.M.	2 1/2	3.15
WEDNESDAY	10:00 A.M. to 12:30 P.M.	2 1/2	3.15
THURSDAY	4:00 P.M. to 8:00 P.M.	4	5.04
FRIDAY	1:30 P.M. to 5:00 P.M.	3 1/2	4.41
SATURDAY	9:00 A.M. to 4:30 P.M.	7 1/2	9.45
SUNDAY	2:00 P.M. to 4:30 P.M.	2 1/2	3.15
	TOTAL	46 1/2	$58.59

1. What was the total number of hours worked? 46 1/2 hours
2. How much did you earn? $58.59
3. Which week did you work more (first or second) Second week
4. How many more hours did you work on Saturday the second week than on Wednesday the first week? 5 1/2 hours

MONEY APPL.

SUPPLEMENTARY RESOURCES

TEACHER

Gaining Interest in Economics Activity Cards, Grades 4-6. Arizona Dept. of Education, 1978 (BICEP 4073).

STUDENTS

"Economics Can Be Elementary" Learning Center Task Cards, Levels K-8. Bloomfield Hills, Michigan: Sandra Schurr Publications, 1977 (BICEP 9237).

TEACHER AND STUDENTS

Farnette, Cherrie et al. At Least A Thousand Things To Do. Nashville, Tenn.: Incentive Publications, Inc., 1977, "Pay Scale", p. 23 (BICEP 3046).

FOLLOW-UP ACTIVITIES

Worksheet (See sample "My Work Schedule") could easily be adapted to a learning center. Have students establish a budget showing how they plan to spend the money they earned and the amount they will spend on each item.

TEACHER'S NOTES

HOW FAR DOES $5.00 GO?

MATERIALS/RESOURCES

Pencils
Crayons
Paper
"How Far Does $5.00 Go?" Worksheets
"How Far Does $5.00 Go?" Pie Graph
"Disneyland Dilemma" (Optional)

DETAILS

LEVEL: Intermediate
TYPE: Entire Class
TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After discussing and listing the prices of the rides, foods and games available at a local amusement park, the students will plan an imaginary personal budget of $5.00 for a day at the park.

PROCEDURES

1. Ask students to list the prices of rides, food and games at an amusement park. List them on the board or chart in the classroom. The list might look like the sample below.

   1 Ticket = 10¢

Ferris Wheel	6 Tickets	Popcorn	40¢	Pitch the Dime	10¢
Roller Coaster	9 Tickets	Soft Drinks	30¢	Shooting Gallery	50¢
Merry-Go-Round	5 Tickets	Hot Dogs	60¢	Bingo	25¢
Indy 500	10 Tickets	Hamburgers	75¢	Guess Your Weight & Age	25¢
Whip	7 Tickets	Potato Chips	15¢		
Bumper Cars	8 Tickets	Cotton Candy	25¢		
Rocket	10 Tickets	Taffy Apples	30¢		
Caterpillar	8 Tickets				
Tilt-A-Whirl	7 Tickets				
Haunted House	6 Tickets				

2. Give students $5.00 to spend at an imaginary amusement park. If students report costs that are much more expensive than the list above, it might be necessary to increase the amount from $5.00 to $10.00.

3. Distribute the attached worksheets. Students will decide how they intend to spend their money and will complete the forms, totalling each section.

4. Have students construct a pie graph, using either fractions or percents depending on students' abilities, to show how they spent their money. Do the "Disneyland Dilemma" attached as an optional activity.

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STUDENT ACTIVITY SHEET

HOW FAR DOES $5.00 GO?

DISNEYLAND DILEMMA

It is 9:00 A.M. on a glorious sunshiny day when you find yourself at the entrance of Disney Land in California with a letter from your parents. You open the letter to find the following:

* $ 15.00 in cash

* a note

Dear ______________,
We have decided to allow you to spend the day in Disney Land. You may spend the $15.00 in any way you wish. We will pick you up here at the entrance at 6 P.M. Have a fun filled day!
Love,
Mom and Dad

You are immediately thrilled by the prospect of doing your own thing all day long. Then it occurs to you that there are so many exciting things to do and see that $15.00 really isn't that much money at Disney Land. You realize that you must make some decisions as to how to best spend your time and money. You go to the gate and get a price list so that you can consider all the alternatives available to you.

Seated close by the entrance, you begin your task of planning "a day to remember". First you consider how hungry you are right now and whether you had better settle for an ordinary bill of fare such as a hot dog or hamburger. To be sure, dining Polynesian style is exotic but can your personal bank account afford this luxury?

Next you consider the many amusement parks you've been to before. Remember you took your little sister to see a movie about Sleeping Beauty so maybe you can save $.50 there. It's one you have already seen.

After much soul searching you finally decide on a plan of action. You list below item by item (meanwhile adding very carefully) your itinerary for the day. And here's what it looks like:

Of course you have the price list first to keep you within your budget.

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STUDENT ACTIVITY SHEET

HOW FAR DOES $5.00 GO?

DISNEYLAND DILEMMA

FOOD AND DRINKS

Hot dog	$.75
Hamburger	$.75
Coke	$.25
Orange ice drink	$.50
Popcorn	$.50
Candy	$.25
Full dinner at Crystal Palace	$3.50
Full dinner at Polynesian Hotel	$7.00
Full dinner at Western Saloon	$5.00
Full dinner at "Top of World"	$9.00

RIDES AND AMUSEMENTS

America the Beautiful	Free
Sleeping Beauty Castle	$.50
Motor Boat Cruise	$1.50
Dumbo	$1.00
Disneyland Railroad	$2.00
Matterhorn Bobsleds	$2.00
Great Moments with Mr. Lincoln	Free
Horse Drawn Street Cars	$.50
Swiss Family Treehouse	$1.00
Mad Tea Party	$1.25
Main Street Cinema	$.25
It's A Small World	$2.00
Alice in Wonderland	$1.00
Tom Sawyer's Island Rafts	$2.00
Jungle Cruise	$1.50
Omnibus	$.50
Enchanted Tiki Room	$.75
Disneyland Monorail	$1.00
Submarine Voyage	$1.25
Haunted Mansion	$.75
Pirates of the Caribbean	$1.25
Peter Pan	$1.00
Mark Twain Steamboat	$2.00

And here is your list of choices and prices below.

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STUDENT ACTIVITY SHEET

HOW FAR DOES $5.00 GO?

AT THE AMUSEMENT PARK

WHAT GAMES WOULD YOU PLAY?	COST OF ONE	NUMBER OF GAMES PLAYED	TOTAL AMOUNT SPENT
TOTAL COST OF GAMES PLAYED			

TOTAL AMOUNT SPENT ON RIDES FRACTION OR PERCENTAGE OF TOTAL AMOUNT SPENT	$3.00	$3.00/$5.00
TOTAL AMOUNT SPENT ON FOOD FRACTION OR PERCENTAGE OF TOTAL AMOUNT SPENT	$1.00	$1.00/$5.00
TOTAL AMOUNT SPENT ON GAMES FRACTION OR PERCENTAGE OF TOTAL AMOUNT SPENT	$1.00	$1.00/$5.00
TOTAL AMOUNT SPENT AT AMUSEMENT PARK		

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STUDENT ACTIVITY SHEET

HOW FAR DOES $5.00 GO?

AT THE AMUSEMENT PARK

WHAT RIDES WOULD YOU GO ON?	COST OF ONE TICKET	NO. OF TICKETS FOR ONE RIDE	NO. OF RIDES	TOTAL AMOUNT SPENT
		TOTAL COST OF RIDES		

WHAT WOULD YOU EAT?	COST OF ONE	NUMBER PURCHASED	TOTAL AMOUNT SPENT
	TOTAL COST OF FOOD		

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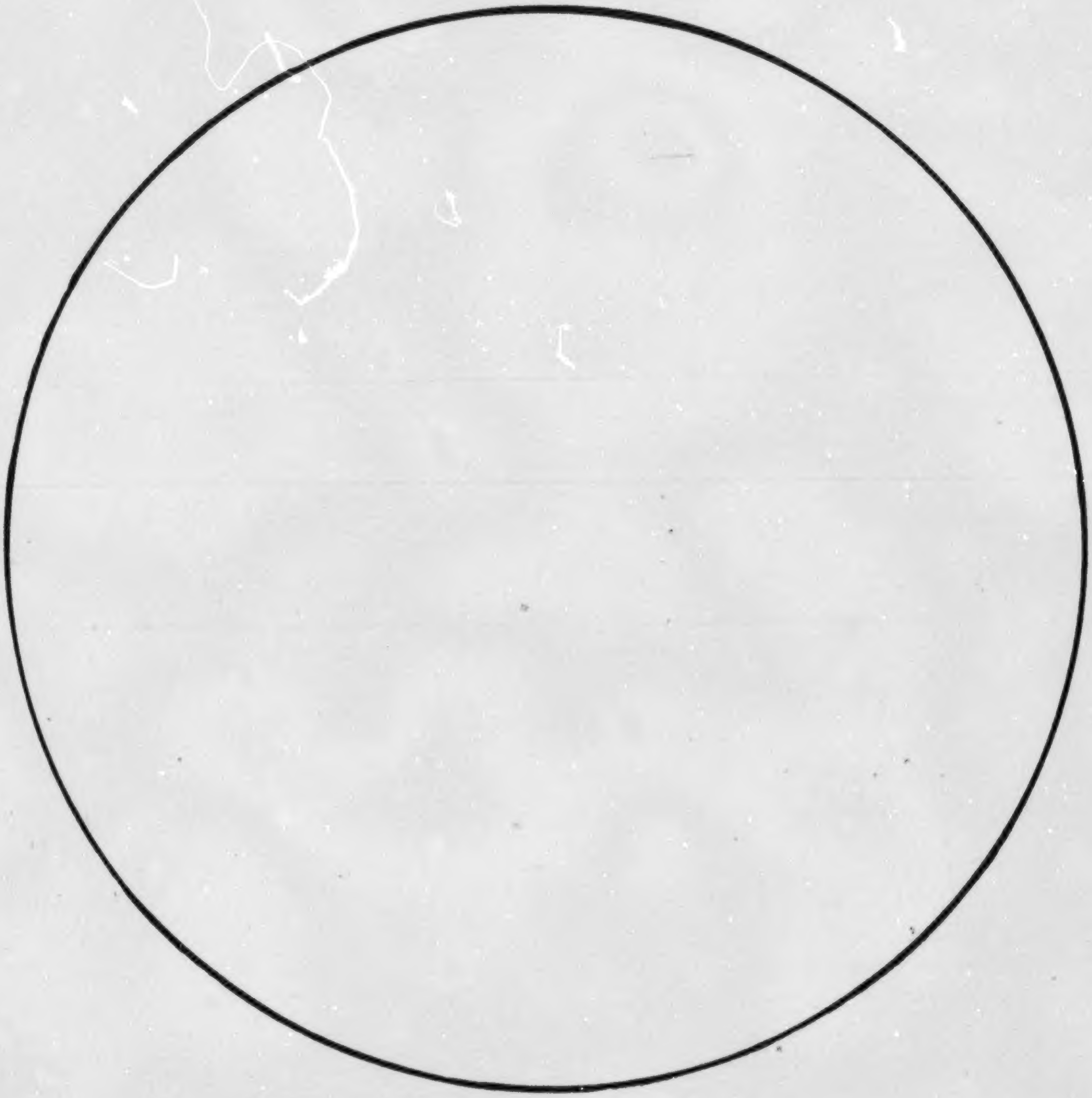
STUDENT ACTIVITY SHEET

HOW FAR DOES $5.00 GO?

AT THE AMUSEMENT PARK

DIRECTIONS: Complete the pie graph, using either fractions or percents, to show how you have spent your money.



MONEY APPL.

STUDENT ACTIVITY SHEET

HOW FAR DOES $5.00 GO?

DISNEYLAND DILEMMA

It turns out to be a wonderful day. It is one you truly remember and along with it all, you learned how to spend your money wisely and cautiously.

Below you can draw a picture of one of the special rides or amusements that you visited. (For those who have never been to Disneyland, this is a good time to pretend).

NOTE TO TEACHER: Have students itemize their choices and then verbally share with other classmates. Is the cost of the choice always the primary factor in the choice?

MONEY
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SUPPLEMENTARY RESOURCES

TEACHER AND STUDENTS

Berman, Michelle and Shevitz, Linda. I Can Make It On My Own, Functional Reading Ideas and Activities for Daily Survival. Santa Monica, Calif.: Goodyear Publishing Company, Inc., 1978, "That's Entertainment", pp. 82-113 (BICEP 3136).

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FOLLOW-UP ACTIVITIES

"Disneyland Dilemma" is a good practice activity to accompany "How Far Does $5.00 Go?".

TEACHER'S NOTES

TELEPHONE RATE OPERATOR

MATERIALS/RESOURCES

Worksheet

DETAILS

LEVEL: Intermediate

TYPE: Individual
Partners

TIME: One Class Period

INSTRUCTIONAL OBJECTIVE

After discussion of long-distance telephone rates, the students will compute the costs of phone calls to various cities in the United States.

PROCEDURES

1. Have students discuss long-distance telephone rates.
2. Have students compute the cost of long-distance phone calls from Boston to various cities in the United States, using the rates as listed on the worksheet. (See sample "Telephone Rate Operator.") Students may work in pairs or individually for this activity.
3. Have students use the phone book to determine the reasons for the difference in rates. Some points to consider with students would be:
    - Types of long distance calls
        - Dial Direct/No Operator Assistance
        - Operator Assisted
        - Station-To-Station
        - Person-To-Person
        - Credit Card
        - Collect
        - WATS (800) Numbers
    - Distance of call
    - Holiday rates
    - Night and week-end calls

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PROCEDURES Continued

4. Culminate activity by discussing the jobs related to completing and computing a long distance telephone call.

   - Telephone operator
   - Computer operator
   - Secretary
   - Postal worker
   - Service operator
   - Billing clerk

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STUDENT ACTIVITY SHEET

TELEPHONE RATE OPERATOR

Telephone rates vary throughout the United States. Long distance telephone rates are constant in interstate commerce. Assume the rates are 56¢ per minute, weekdays, 8:00 A.M. - 5:00 P.M.; 36¢ per minute, Sunday through Friday, 5:00 P.M. - 11:00 P.M.; 22¢ per minute, daily and weekends, 11:00 P.M. - 8:00 A.M. The above rates are for the first minute. Additional minutes are at the rate of 70 percent of the first minute rates.

DIRECTIONS: Compute the cost for the long distance phone calls from Boston.

PLACE	TIME OF DAY	RATE	DURATION OF CALL	$$ COST
1. Dallas	9:30 A.M. Mon.		7 minutes	
2. Denver	10:30 P.M. Sun.		5 minutes	
3. Miami	7:30 P.M. Fri.		14 minutes	
4. St. Louis	11:30 A.M. Thurs.		3 minutes	
5. Los Angeles	2:30 A.M. Wed.		11 minutes	
6. New York City	6:30 A.M. Sat.		10 minutes	

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SUPPLEMENTARY RESOURCES

TEACHER

Career Education Resource Card File. "Telephone Workers". Niles, Ill., Developmental Learning Materials, 1976 (BICEP 4068).

Careers in a Telephone Company. F/C. Atlanta, GA: Colonial Films, Inc.,(BICEP 4041).

Lawson, Jane and Finn, Peter. Career Education Activities for Subject Area Teachers, Grades 1-6, Act. #21. Cambridge, MA., Abt Publications, Inc., 1975, "Ma Belle", pp. 147-150 (BICEP 3076).

Hauenstein, Dean and Bachmeyer, Steven. Introduction to Communication Careers. Text-Activity Manual. Bloomington, Ill.: McKnight Publishing Co., 1975 (BICEP 9179).

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Adams, Anne et al. Reading for Survival in Today's Society, Volume One, Modules 1-18. Santa Monica, CA.: Goodyear Publishing Co., Inc., 1978, "Module 13 - Telephone Directory", pp. 130-136 (BICEP 3064).

FOLLOW-UP ACTIVITIES

Contact the local telephone office for donations of old or new phone directories to supplement a classroom reading/language arts learning center. Have students practice dictionary skills such as alphabetical order, guide words and cross references using the telephone book. Students can search out personal friends and job sites in the directory also.

A visit to the telephone company or a telephone operator as a classroom guest would give students a better understanding of the telephone industry and its services to the public.

TEACHER'S NOTES

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Appendices

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Is There Enough For Everyone?	Decision Making Sub Goal C	Economic Principles		
Conservation Counts	Economic Awareness Sub Goal G	Economic Principles		Fine Arts and Humanities/ Drawing and Painting
Money Matters	Economic Awareness Sub Goal A	Economic Principles		
Different Needs, Different Wants	Economic Awareness Sub Goal B	Economic Principles		
Word Wise	Occupational Information Sub Goal C	Economic Principles		
Logo Land	Occupational Information Sub Goal K	Economic Principles		Fine Arts and Humanities/ Drawing and Painting

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Dollar Go-Round	Economic Awareness Sub Goal A	Economic Principles		Social Studies/Community Workers
Mathematics: Who Needs It?	Occupational Information Sub Goal K	Economic Principles		
Math Matters	Occupational Information Sub Goal C	Economic Principles	Money Application	
Money Talk	Economic Awareness Sub Goal D	Economic Principles	Money Application	Reading/Language Arts/ Reference Skills/Comprehension
The Wish Book	Economic Awareness Sub Goal B	Numeration		
Eat Your Heart Out	Economic Awareness Sub Goal	Numeration	Measurement	Health and Physical Education/ Nutrition

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Averaging Sporting Events	Economic Awareness Sub Goal E	Numeration		Health and Physical Education
Measurement Management	Self Awareness Sub Goal A	Measurement		Health and Physical Education
Metric Munchies	Interpersonal Skills Sub Goal G	Measurement		
Sundae School	Interpersonal Skills Sub Goal E	Measurement		
Pasta Party	Interpersonal Skills Sub Goal E	Measurement		Health and Physical Education/ Nutrition
Metric Models	Interpersonal Skills Sub Goal	Measurement		Social Studies/Community Workers

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Family Picnic	Decision Making Sub Goal F	Decimals	Money Application	Health and Physical Education/ Nutrition
Field Trip Planning	Decision Making Sub Goals E,F	Decimals	Estimation	Social Studies/Community Geography
Compare and Save	Economic Awareness Sub Goal A	Decimals	Money Application	
Weather Watchers	Decision Making Sub Goal C	Graphs/ Fractions		Social Studies/Community Workers Science
Manage Your Money	Economic Awareness Sub Goal A	Graphs/ Fractions	Money Application	
Pie of Life	Self Concept Sub Goal C	Graphs/ Fractions		

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Fancy Flow Charts	Decision Making Sub Goal A	Graphs/ Fractions		
Economic Changes In The Work World	Economic Awareness Sub Goal D	Graphs/ Fractions		Social Studies/Community Workers
Work Times	Occupational Information Sub Goal C	Time		
Time Flies	Economic Awareness Sub Goal E	Time		Reading/Language Arts/ Written Expression
Time On My Hands	Occupational Information Sub Goal I	Time	Numeration	
The Price Is Right	Interpersonal Skills Sub Goal E	Estimation		

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Price A Pet	Economic Awareness Sub Goal A	Estimation		Science/Living Things
Jobs Of Homemakers	Economic Awareness Sub Goal D	Estimation	Money Application	Social Studies/Community Workers
Products, Percentages and Profits	Economic Awareness Sub Goal D	Estimation		
What's For Sale?	Economic Awareness Sub Goal A	Money Application	Numeration	Fine Arts and Humanities/ Crafts
McNumbers	Economic Awareness Sub Goal A	Money Application	Numeration	Social Studies/Community Workers Fine Arts and Humanities/ Crafts
Menu Madness	Interpersonal Skills Sub Goal I	Money Application		Health and Physical Education/ Nutrition

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Bake-A-Cake	Occupational Information Sub Goal C	Money Application		
Buy It	Occupational Information Sub Goal D	Money Application		Social Studies/School/Community Community Workers
$$ Talks	Economic Awareness Sub Goal A	Money Application		Social Studies/History
International Trade Fair	Economic Awareness Sub Goal B, D	Money Application		Social Studies/Geography
Money, Money, Money	Self Concept Sub Goal C	Money Application		
Account For Your Money	Economic Awareness Sub Goal B	Money Application		

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Auto Body	Occupational Information Sub Goal H	Money Application		Fine Arts and Humanities/ Crafts
Last National County Bank, Deposit Your Dough - I	Occupational Information Sub Goal C	Money Application		Social Studies/Community Workers
Last National County Bank, Checks and Balances - II	Occupational Information Sub Goal C	Money Application		Social Studies/Community Workers
Last National County Bank, Money Talks - III	Economic Awareness Sub Goal F	Money Application		Social Studies/Community Workers
Last National County Bank, Teller Talk - IV	Economic Awareness Sub Goal F	Money Application		Social Studies/Community Workers
Last National County Bank, Auction Bids - V	Occupational Information Sub Goal A	Money Application		Social Studies/School/Community Community Workers

ACTIVITY CROSS REFERENCE MATRIX

NAME OF ACTIVITY	GOAL AREA	TOPIC AREA	THIS ACTIVITY CAN ALSO BE IN:	
			Other Topic Areas Within this Book	Other Subject/Topic Areas
Timely Topics	Economic Awareness Sub Goal E	Money Application	Graphs/Fractions	
How Far Does $5.00 Go?	Economic Awareness Sub Goal E	Money Application	Graphs/Fractions	
Telephone Rate Operator	Economic Awareness Sub Goal D	Money Application	Decimals	Social Studies/Geography

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American Learning Systems, Inc.
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Goodyear Publishing Co., Inc.
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Grades 4-8 Programs One Through Five
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American Learning Systems, Inc.
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Author: Dr. James L. Overholt
Goodyear Publishing Co., Inc.
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Spencer Elementary School, Defiance, OH

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Arizona Dept. of Education

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Project BICEP, Barnstable's Instructional Career Education Program, is a Title IV-C: ESEA three year project designed to develop a career awareness curriculum model that is transportable to other school systems throughout the Commonwealth of Massachusetts and to practitioners in other states as well. In addition to the curriculum development component of this Project, BICEP provides an in-service model for elementary school career awareness, an extensive curriculum and instructional materials Resource Center, and an evaluation design to assess the impact of this exemplary career education model.